

MODUL PENGEMBANGAN KEPROFESIAN BERKELANJUTAN



MATA PELAJARAN BAHASA INGGRIS

Sekolah Menengah Pertama (SMP)

TERINTEGRASI PENGUATAN
PENDIDIKAN KARAKTER
DAN PENGEMBANGAN SOAL



PEDAGOGIK

Teori dan Prinsip Pembelajaran

PROFESIONAL

Modality in Context



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SEKOLAH MENENGAH PERTAMA (SMP)
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KELOMPOK KOMPETENSI B

PEDAGOGIK:
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Direktorat Pembinaan Guru Pendidikan Dasar

Direktorat Jenderal Guru dan Tenaga Kependidikan

Kementerian Pendidikan dan Kebudayaan

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Kata Sambutan

Peran guru profesional dalam proses pembelajaran sangat penting sebagai kunci keberhasilan belajar siswa. Guru profesional adalah guru yang kompeten membangun proses pembelajaran yang baik sehingga dapat menghasilkan pendidikan yang berkualitas dan berkarakter prima. Hal tersebut menjadikan guru sebagai komponen yang menjadi fokus perhatian Pemerintah maupun pemerintah daerah dalam peningkatan mutu pendidikan terutama menyangkut kompetensi guru.

Pengembangan profesionalitas guru melalui Program Pengembangan Keprofesian Berkelanjutan merupakan upaya Kementerian Pendidikan dan Kebudayaan melalui Direktorat Jenderal Guru dan Tenaga Kependidikan dalam upaya peningkatan kompetensi guru. Sejalan dengan hal tersebut, pemetaan kompetensi guru telah dilakukan melalui Uji Kompetensi Guru (UKG) untuk kompetensi pedagogik dan profesional pada akhir tahun 2015. Peta profil hasil UKG menunjukkan kekuatan dan kelemahan kompetensi guru dalam penguasaan pengetahuan pedagogik dan profesional. Peta kompetensi guru tersebut dikelompokkan menjadi 10 (sepuluh) kelompok kompetensi. Tindak lanjut pelaksanaan UKG diwujudkan dalam bentuk pelatihan guru paska UKG pada tahun 2016 dan akan dilanjutkan pada tahun 2017 ini dengan Program Pengembangan Keprofesian Berkelanjutan bagi Guru. Tujuannya adalah untuk meningkatkan kompetensi guru sebagai agen perubahan dan sumber belajar utama bagi peserta didik. Program Pengembangan Keprofesian Berkelanjutan bagi Guru dilaksanakan melalui tiga moda, yaitu: 1) Moda Tatap Muka, 2) Moda Daring Murni (*online*), dan 3) Moda Daring Kombinasi (kombinasi antara tatap muka dengan daring).

Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (PPPPTK), Lembaga Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Kelautan Perikanan Teknologi Informasi dan Komunikasi (LP3TK KPTK) dan Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah (LP2KS) merupakan Unit Pelaksana Teknis di lingkungan Direktorat Jenderal



Guru dan Tenaga Kependidikan yang bertanggung jawab dalam mengembangkan perangkat dan melaksanakan peningkatan kompetensi guru sesuai bidangnya. Adapun perangkat pembelajaran yang dikembangkan tersebut adalah modul Program Pengembangan Keprofesian Berkelanjutan bagi Guru moda tatap muka dan moda daring untuk semua mata pelajaran dan kelompok kompetensi. Dengan modul ini diharapkan program Pengembangan Keprofesian Berkelanjutan memberikan sumbangan yang sangat besar dalam peningkatan kualitas kompetensi guru.

Mari kita sukseskan Program Pengembangan Keprofesian Berkelanjutan ini untuk mewujudkan Guru Mulia Karena Karya.

Jakarta, April 2017

Direktur Jenderal Guru
dan Tenaga Kependidikan,



Sumarna Surapranata, Ph.D.

★ NIP. 195908011985031002



Kata Pengantar

Puji dan syukur kami panjatkan ke hadirat Allah SWT atas selesainya Modul Pengembangan Keprofesian Berkelanjutan bagi Guru jenjang Sekolah Dasar Guru Kelas Awal, Guru Kelas Tinggi, mata pelajaran Seni Budaya, dan Pendidikan Jasmani, Olahraga, dan Kesehatan. Modul ini merupakan dokumen wajib untuk Program Pengembangan Keprofesian Berkelanjutan bagi Guru.

Program Pengembangan Keprofesian Berkelanjutan bagi Guru merupakan tindak lanjut dari hasil Uji Kompetensi Guru (UKG) 2015 dan bertujuan meningkatkan kompetensi guru dalam melaksanakan tugasnya sesuai dengan mata pelajaran yang diampunya.

Sebagai salah satu upaya untuk mendukung keberhasilan suatu program diklat, Direktorat Pembinaan Guru Pendidikan Dasar pada tahun 2017 melaksanakan review, revisi, dan mengembangkan modul paska UKG 2015 yang telah terintegrasi Penguatan Pendidikan Karakter (PPK) dan Penilaian Berbasis Kelas, serta berisi materi pedagogik dan profesional yang akan dipelajari oleh peserta selama mengikuti Program Pengembangan Keprofesian Berkelanjutan.

Modul Pengembangan Keprofesian Berkelanjutan jenjang Sekolah Dasar ini diharapkan dapat menjadi bahan bacaan wajib bagi para peserta diklat untuk dapat meningkatkan pemahaman tentang kompetensi pedagogik dan profesional terkait dengan tugas pokok dan fungsinya.



Terima kasih dan penghargaan yang tinggi disampaikan kepada pimpinan PPPPTK IPA, PPPPTK PKn/IPS, PPPPTK Bahasa, PPPPTK Matematika, PPPPTK Penjas-BK, dan PPPPTK Seni Budaya yang telah mengizinkan stafnya dalam menyelesaikan modul Pendidikan Dasar jenjang Sekolah Dasar ini. Tidak lupa saya juga sampaikan terima kasih kepada para widyaiswara, Pengembang Teknologi Pembelajaran (PTP), dosen perguruan tinggi, dan guru-guru hebat yang terlibat di dalam penyusunan modul ini.

Semoga Program Pengembangan Keprofesian Berkelanjutan bagi Guru ini dapat meningkatkan kompetensi guru sehingga mampu meningkatkan prestasi pendidikan anak didik kita.

Jakarta, April 2017

Direktur Pembinaan Guru
Pendidikan Dasar



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MODUL PENGEMBANGAN KEPROFESIAN BERKELANJUTAN



Kelompok
Kompetensi

PEDAGOGIK

Teori dan Prinsip
Pembelajaran



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
2017

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Pendahuluan

A. Latar Belakang

Kegiatan Pengembangan Keprofesian Berkelanjutan (PKB) menurut Peraturan Menteri Negara Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 16 Tahun 2009 tentang Jabatan Fungsional Guru dan Angka Kreditnya terdiri dari 3 (tiga) kegiatan yaitu: (1) Kegiatan Pengembangan Diri; (2) Karya Ilmiah; (3) Karya Inovatif. Kegiatan Pengembangan Diri meliputi kegiatan diklat dan kegiatan kolektif guru. Kegiatan pengembangan diri melalui dibagi ke dalam 4 (empat) Tingkatan Diklat baik yang dilakukan melalui diklat oleh lembaga pelatihan tertentu maupun melalui kegiatan kolektif guru, yaitu (1) Diklat Tingkat Dasar, (2) Diklat Tingkat Lanjut, (3) Diklat Tingkat Menengah, dan (4) Diklat Tingkat Tinggi.

Modul ini adalah bahan ajar untuk Diklat Pengembangan Karier Guru Bahasa Inggris, **Kelompok Kompetensi B Pedagogik**, yang dirancang untuk dapat dipelajari secara mandiri oleh peserta diklat. Setiap kelompok kompetensi memiliki dua bahasan kompetensi, kompetensi profesional dan kompetensi pedagogik. Kompetensi profesional Kelompok Kompetensi B telah dibahas dibagian pertama oleh karna itu pada bagian kedua modul ini akan membahas kompetensi pedagogik.

Sesuai dengan Deskripsi Capaian Kompetensi Mapel Bahasa Inggris Jenjang SMA/SMK/ sederajat yang menetapkan cakupan materi Kelompok Kompetensi B kompetensi pedagogik berupa menjelaskan teori belajar dan prinsip-prinsip pembelajaran, maka kompetensi pedagogik yang akan dibahas mencakup dua sub judul di atas yakni Teori Belajar dan Prinsip-Prinsip Pembelajaran.



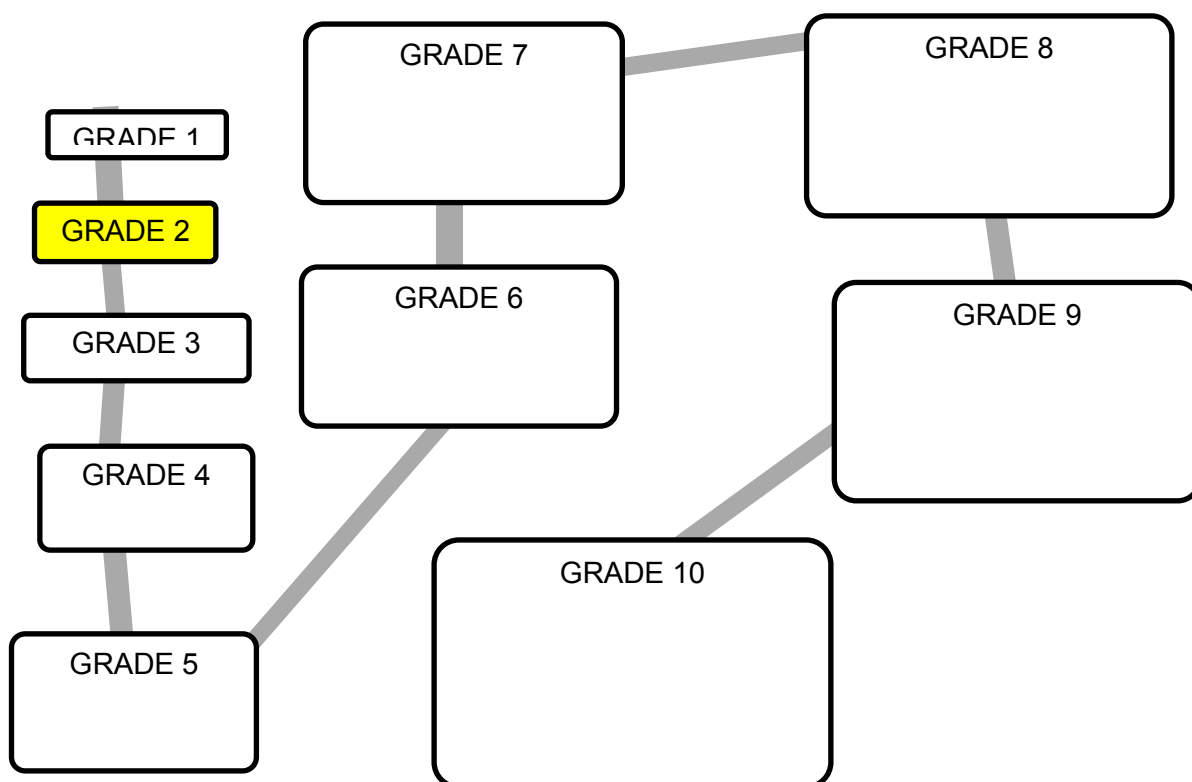
Pendahuluan

B. Tujuan

Setelah peserta diklat mempelajari modul ini, peserta dapat menunjukkan peningkatan penguasaan pengetahuan dan keterampilan yang terkait dengan kompetensi pedagogik yang mencakup dua sub judul: Teori Belajar dan Prinsip-Prinsip Pembelajaran dalam rangka Pengembangan Keprofesian Berkelanjutan (PKB).

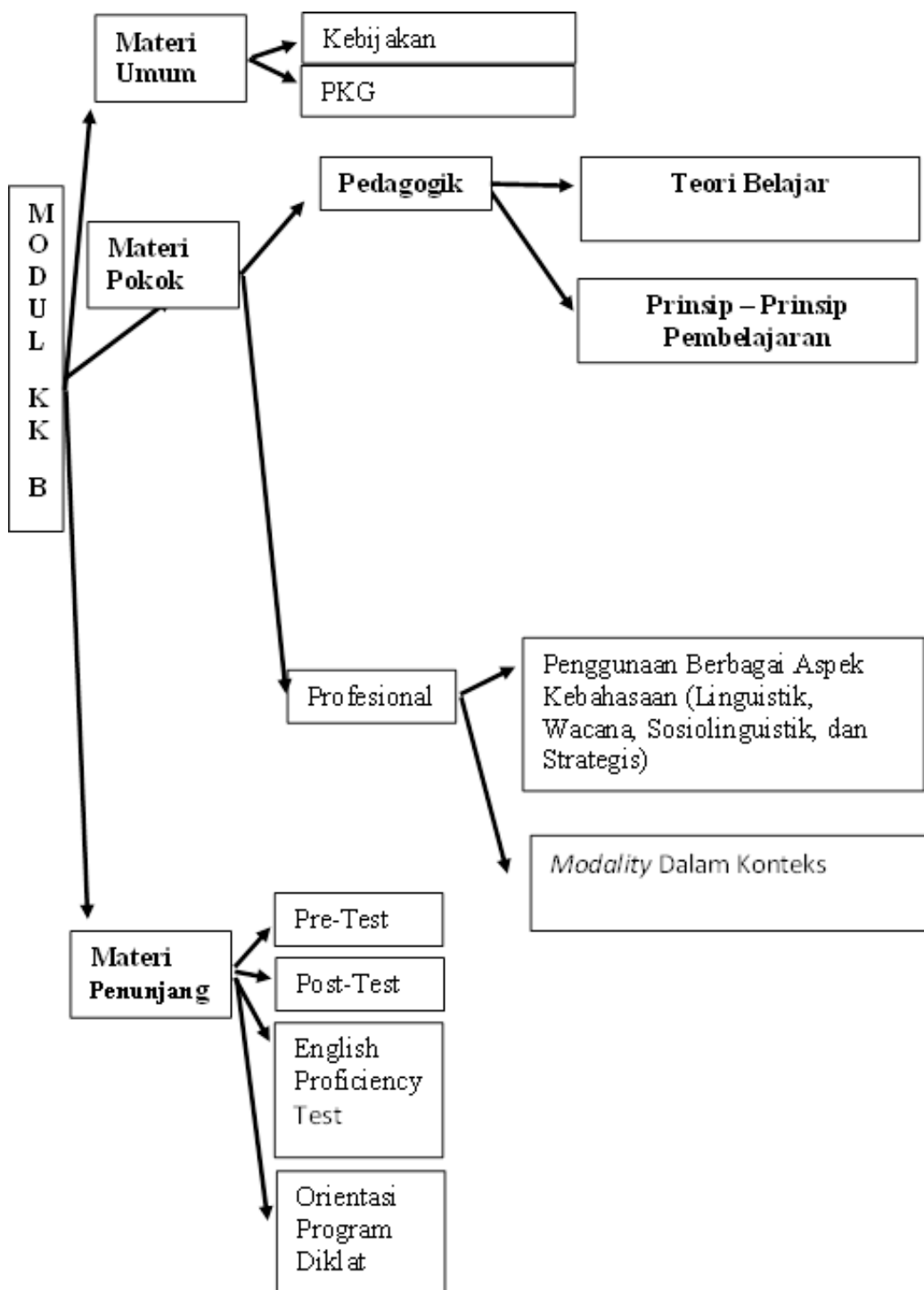
C. Peta Kompetensi

Kompetensi yang dikembangkan dalam modul diklat ini digambarkan dalam peta berikut ini



Gambar 1 Peta Kompetensi Modul





Gambar 2 Peta Konsep Kompetensi Pedagogik.

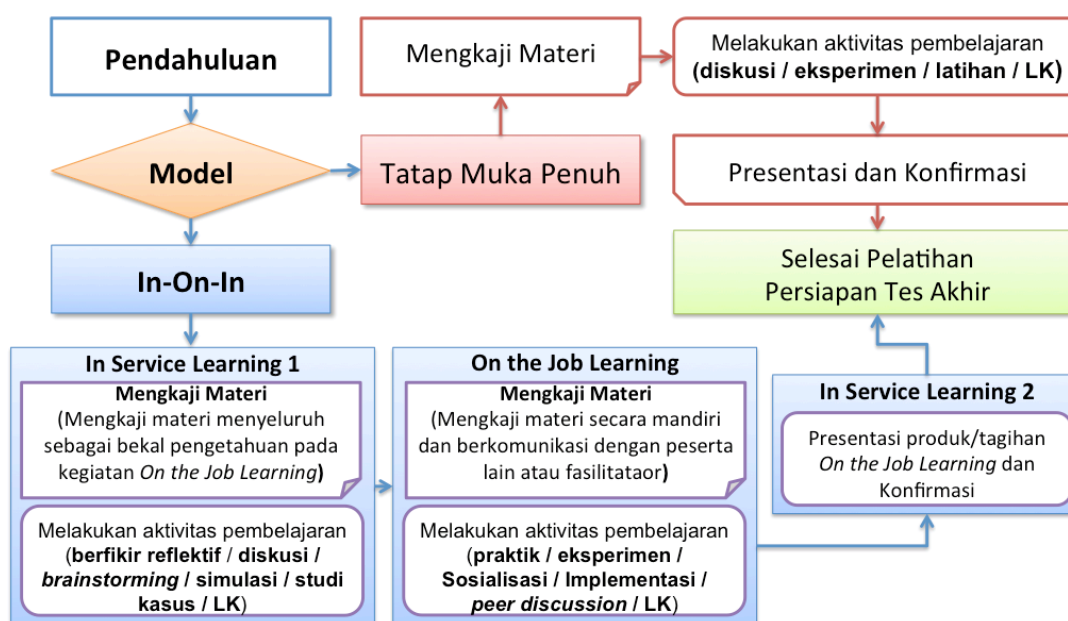
D. Ruang Lingkup

Modul Kelompok Kompetensi B bagian kedua ini mencakup kegiatan pembelajaran kompetensi pedagogik yang membahas **Teori Belajar dan Prinsip Prinsip Pembelajaran** berdasarkan penetapan cakupan materi deskripsi pencapaian kompetensi pedagogik Kelompok Kompetensi B Mapel Bahasa Inggris Jenjang SMP dan Sederajat.

Sehingga kegiatan pembelajaran pada modul ini terbagi dua kegiatan pembelajaran. Kegiatan pembelajaran pertama membahas tentang berbagai teori pembelajaran sedangkan kegiatan pembelajaran kedua membahas tentang prinsip – prinsip pembelajaran.

E. Saran Penggunaan Modul

Secara umum, cara penggunaan modul pada setiap Kegiatan Pembelajaran disesuaikan dengan skenario setiap penyajian mata diklat. Modul ini dapat digunakan dalam kegiatan pembelajaran guru, baik untuk moda tatap muka dengan model tatap muka penuh maupun model tatap muka In-On-In. Alur model pembelajaran secara umum dapat dilihat pada bagan dibawah.

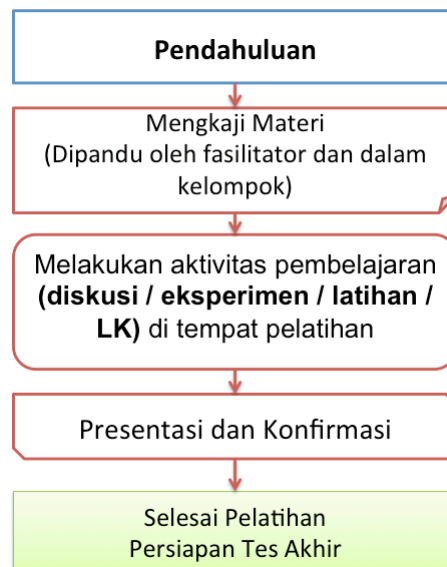


Gambar 3. Alur Model Pembelajaran Tatap Muka

E.1. Deskripsi Kegiatan Diklat Tatap Muka Penuh

Kegiatan pembelajaran diklat tatap muka penuh adalah kegiatan fasilitasi peningkatan kompetensi guru melalui model tatap muka penuh yang dilaksanakan oleh unit pelaksana teknis dilingkungan ditjen. GTK maupun lembaga diklat lainnya. Kegiatan tatap muka penuh ini dilaksanakan secara terstruktur pada suatu waktu yang dipandu oleh fasilitator.

Tatap muka penuh dilaksanakan menggunakan alur pembelajaran yang dapat dilihat pada alur dibawah.



Gambar 4. Alur Pembelajaran Tatap Muka Penuh

Kegiatan pembelajaran tatap muka pada model tatap muka penuh dapat dijelaskan sebagai berikut,

a. Pendahuluan

Pada kegiatan pendahuluan fasilitator memberi kesempatan kepada peserta diklat untuk mempelajari:

- latar belakang yang memuat gambaran materi
- tujuan kegiatan pembelajaran setiap materi
- kompetensi atau indikator yang akan dicapai melalui modul.
- ruang lingkup materi kegiatan pembelajaran
- langkah-langkah penggunaan modul

b. Mengkaji Materi

Pada kegiatan mengkaji materi modul kelompok kompetensi B Pedagogik: ***Teori dan Prinsip-Prinsip Pembelajaran***, fasilitator memberi kesempatan kepada guru sebagai peserta untuk mempelajari materi yang diuraikan secara singkat sesuai dengan indikator pencapaian hasil belajar. Guru sebagai peserta dapat mempelajari materi secara individual maupun berkelompok dan dapat mengkonfirmasi permasalahan kepada fasilitator.

c. Melakukan aktivitas pembelajaran

Pada kegiatan ini peserta melakukan kegiatan pembelajaran sesuai dengan rambu-rambu atau instruksi yang tertera pada modul dan dipandu oleh fasilitator. Kegiatan pembelajaran pada aktivitas pembelajaran ini akan menggunakan pendekatan yang akan secara langsung berinteraksi di kelas pelatihan bersama fasilitator dan peserta lainnya, baik itu dengan menggunakan diskusi tentang materi, melaksanakan praktik, dan latihan kasus.

Lembar kerja pada pembelajaran tatap muka penuh adalah bagaimana menerapkan pemahaman materi-materi yang berada pada kajian materi.

Pada aktivitas pembelajaran materi ini juga peserta secara aktif menggali informasi, mengumpulkan dan mengolah data sampai pada peserta dapat membuat kesimpulan kegiatan pembelajaran.

d. Presentasi dan Konfirmasi

Pada kegiatan ini peserta melakukan presentasi hasil kegiatan sedangkan fasilitator melakukan konfirmasi terhadap materi dan dibahas bersama. Pada bagian ini juga peserta dan penyaji *me-review* materi berdasarkan seluruh kegiatan pembelajaran.

e. Persiapan Tes Akhir

Pada bagian ini fasilitator didampingi oleh panitia menginformasikan tes akhir yang akan dilakukan oleh seluruh peserta yang dinyatakan layak tes akhir.

E.2. Deskripsi Kegiatan Diklat Tatap Muka In-On-In

Kegiatan diklat tatap muka dengan model In-On-In adalah kegiatan fasilitasi peningkatan kompetensi guru yang menggunakan tiga kegiatan utama, yaitu *In Service Learning 1* (In-1), *on the job learning* (On), dan *In Service Learning 2* (In-2). Secara umum, kegiatan pembelajaran diklat tatap muka In-On-In tergambar pada alur berikut ini.



Gambar 5. Alur Pembelajaran Tatap Muka model In-On-In

Kegiatan pembelajaran tatap muka pada model In-On-In dapat dijelaskan sebagai berikut,



Pendahuluan

a. Pendahuluan

Pada kegiatan pendahuluan disampaikan bertepatan pada saat pelaksanaan *In service learning* 1 fasilitator memberi kesempatan kepada peserta diklat untuk mempelajari:

- latar belakang yang memuat gambaran materi
- tujuan kegiatan pembelajaran setiap materi
- kompetensi atau indikator yang akan dicapai melalui modul.
- ruang lingkup materi kegiatan pembelajaran
- langkah-langkah penggunaan modul

b. *In Service Learning* 1 (IN-1)

• **Mengkaji Materi**

Pada kegiatan mengkaji materi modul kelompok kompetensi B Pedagogik: ***Teori dan Prinsip-Prinsip Pembelajaran***, fasilitator memberi kesempatan kepada guru sebagai peserta untuk mempelajari materi yang diuraikan secara singkat sesuai dengan indikator pencapaian hasil belajar. Guru sebagai peserta dapat mempelajari materi secara individual maupun berkelompok dan dapat mengkonfirmasi permasalahan kepada fasilitator.

• **Melakukan aktivitas pembelajaran**

Pada kegiatan ini peserta melakukan kegiatan pembelajaran sesuai dengan rambu-rambu atau instruksi yang tertera pada modul dan dipandu oleh fasilitator. Kegiatan pembelajaran pada aktivitas pembelajaran ini akan menggunakan pendekatan/metode yang secara langsung berinteraksi di kelas pelatihan, baik itu dengan menggunakan metode berpikir reflektif, diskusi, *brainstorming*, simulasi, maupun studi kasus yang kesemuanya dapat melalui Lembar Kerja yang telah disusun sesuai dengan kegiatan pada IN1.

Pada aktivitas pembelajaran materi ini peserta secara aktif menggali informasi, mengumpulkan dan mempersiapkan rencana pembelajaran pada *on the job learning*.

c. On the Job Learning (ON)**• Mengkaji Materi**

Pada kegiatan mengkaji materi modul kelompok kompetensi B Pedagogik: **Teori dan Prinsip-Prinsip Pembelajaran** guru sebagai peserta akan mempelajari materi yang telah diuraikan pada *in service learning* 1 (IN1). Guru sebagai peserta dapat membuka dan mempelajari kembali materi sebagai bahan dalam mengerjakan tugas-tugas yang ditagihkan kepada peserta.

• Melakukan aktivitas pembelajaran

Pada kegiatan ini peserta melakukan kegiatan pembelajaran di sekolah maupun di kelompok kerja berbasis pada rencana yang telah disusun pada IN1 dan sesuai dengan rambu-rambu atau instruksi yang tertera pada modul. Kegiatan pembelajaran pada aktivitas pembelajaran ini akan menggunakan pendekatan/metode praktik, eksperimen, sosialisasi, implementasi, *peer discussion* yang secara langsung di dilakukan di sekolah maupun kelompok kerja melalui tagihan berupa Lembar Kerja yang telah disusun sesuai dengan kegiatan pada ON.

Pada aktivitas pembelajaran materi pada ON, peserta secara aktif menggali informasi, mengumpulkan dan mengolah data dengan melakukan pekerjaan dan menyelesaikan tagihan pada *on the job learning*.

d. In Service Learning 2 (IN-2)

Pada kegiatan ini peserta melakukan presentasi produk-produk tagihan ON yang akan di konfirmasi oleh fasilitator dan dibahas bersama pada bagian ini juga peserta dan penyaji me-review materi berdasarkan seluruh kegiatan pembelajaran

e. Persiapan Tes Akhir

Pada bagian ini fasilitator didampingi oleh panitia menginformasikan tes akhir yang akan dilakukan oleh seluruh peserta yang dinyatakan layak tes akhir.

E.3. Lembar Kerja

Modul pengembangan keprofesian berkelanjutan kelompok kompetensi B Pedagogik: ***Teori dan Prinsip-Prinsip Pembelajaran*** terdiri atas beberapa kegiatan pembelajaran yang didalamnya terdapat aktivitas-aktivitas pembelajaran sebagai pendalaman dan penguatan pemahaman materi yang dipelajari.

Modul ini mempersiapkan lembar kerja yang nantinya akan dikerjakan oleh peserta, lembar kerja tersebut dapat terlihat pada table berikut.

Tabel 1. Daftar Lembar Kerja Modul

No	Kode LK	Nama LK	Keterangan
1.	LK 1.1	Diskusi Kelompok	TM, IN1
2.	LK 1.2	Diskusi Berpasangan	TM, IN1
3.	LK 1.3	Relfeksi Pembelajaran	TM, IN1
4.	LK 2.1	Diskusi Kelompok	TM, IN1
5.	LK 2.2	Tugas Mandiri	TM, ON
6.	LK 2.3	Refleksi Pembelajaran	TM, ON
7.	LK 2.4	Presentasi & Diskusi	TM, IN2

Keterangan.

TM : Digunakan pada Tatap Muka Penuh

IN1 : Digunakan pada In service learning 1

ON : Digunakan pada on the job learning

IN2 : Digunakan pada In service learning 2



Kegiatan Pembelajaran 1

Teori Belajar

A. Tujuan

Peserta didik mampu memahami berbagai teori belajar.

B. Indikator Pencapaian Kompetensi

1. Mengidentifikasi berbagai teori belajar
2. Menyebutkan berbagai teori belajar
3. Menjelaskan berbagai teori belajar
4. Membandingkan berbagai teori belajar

C. Uraian Materi

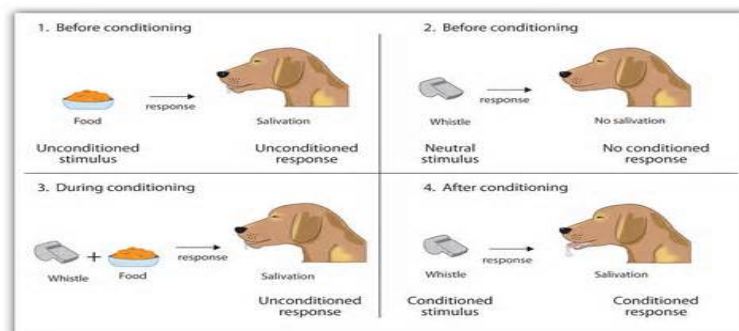
Simaklah materi berikut dengan seksama. Jangan lupa berdoa dulu sebelum beraktivitas. Untuk memperdalam pemahaman, cobalah untuk menambah bacaan materi melalui referensi yang lain.

1. Teori Belajar Behavioristik

Teori belajar behavioristik adalah sebuah teori yang dicetuskan oleh Gage dan Berliner tentang perubahan tingkah laku sebagai hasil dari pengalaman. Teori ini lalu berkembang menjadi aliran psikologi belajar yang berpengaruh terhadap arah pengembangan teori dan praktik pendidikan dan pembelajaran yang dikenal sebagai aliran behavioristik. Aliran ini menekankan pada terbentuknya perilaku yang tampak sebagai hasil belajar.



Kegiatan Pembelajaran 1



Gambar 6. Proses Pembiasaan

Teori behavioristik dengan model hubungan stimulus-responnya, mendudukan orang yang belajar sebagai individu yang pasif. Respon atau perilaku tertentu dengan menggunakan metode pelatihan atau pembiasaan semata. Munculnya perilaku akan semakin kuat bila diberikan penguatan dan akan menghilang bila dikenai hukuman.

Behavioris menekankan pada pola perilaku baru yang diulang-ulang sampai menjadi otomatis. Teori behavioris dalam belajar telah dikenal sejak Aristoteles mengemukakan bahwa 'ingatan' selalu difokuskan pada keterkaitan yang dibuat antara berbagai kejadian, misalnya cahaya dan petir. Pelopor teori behavioris yang terkenal adalah Pavlov, Watson, Thorndike, dan Skinner.

Pavlov (1849-1936) seorang ahli fisiolog (ilmu faal) dari Rusia, mengemukakan teori ini berdasarkan percobaannya yang terkenal dengan melibatkan makanan, anjing, dan bel. Sebelum dikondisikan, bunyi bel tidak memberikan respon dari seekor anjing. Setelah diberi makanan, anjing itu mulai mengeluarkan air liur. Dalam pengkondisian, bel dibunyikan beberapa detik sebelum anjing diberi makanan. Setelah pengkondisian terdapat perubahan perilaku: anjing itu dapat mengeluarkan air liur bila mendengar bel berbunyi. Pavlov menggunakan hipotesis stimulus (rangsang) - respon (tanggapan). Makanan merupakan stimulus yang tidak dikondisikan sedangkan bel merupakan stimulus yang dikondisikan. Mengeluarkan air liur sebelum mendengar bel merupakan respon yang tidak dipelajari, sedangkan mengeluarkan air liur setelah mendengar bel merupakan respon (terhadap bel) sebagai hasil pembelajaran.

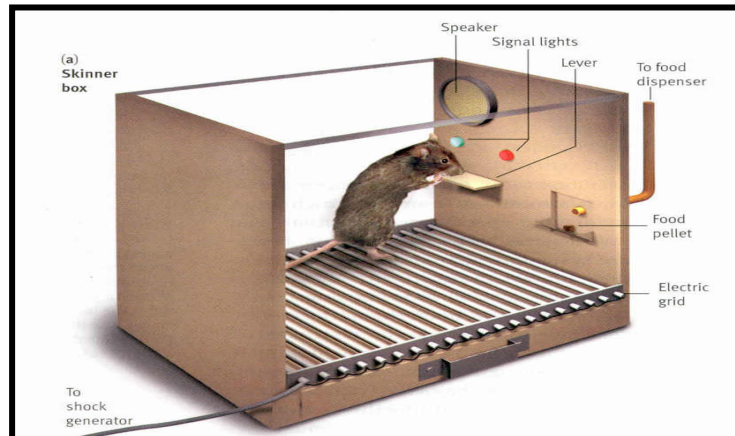
Thorndike (1874-1949) mengemukakan hubungan sebab akibat antara stimulus dan respon. Hubungan ini dikenal dengan hukum akibat latihan, dan kesiapan.

Hukum akibat menyatakan bahwa ketika stimulus dan respon dihargai secara positif (diberi hadiah) akan terjadi penguatan dalam belajar. Sebaliknya bila hubungan ini dihargai negatif (diberi hukuman) akan terjadi penurunan dalam motivasi belajar. Hukum latihan mengatakan bahwa pelatihan yang berulang-ulang tanpa pemberian balikan (feedback) belum tentu memotivasi kinerja seseorang. Kemudian hukum kesiapan menyatakan struktur sistem saraf seseorang dapat mempunyai kecenderungan tertentu dalam perubahan pola perilaku tertentu. Menurut Watson (1878-1958): seseorang dilahirkan dengan beberapa reflek serta reaksi emosional terhadap cinta dan kegusaran. Perilaku lainnya dapat dibangun melalui hubungan stimulus-respon dalam pengkondisian.

Skinner (1904-1940), seperti Pavlov, "Thorndike, dan Watson, meyakini pola hubungan stimulus-respon. Tetapi berbeda dengan para pendahulunya, teori Skinner menekankan pada perubahan perilaku yang dapat diamati dengan mengabaikan kemungkinan yang terjadi dalam proses berpikir pada otak seseorang. Oleh karena itu, para pendahulunya dikatakan sebagai menggunakan kondisi klasikal, sedangkan Skinner menggunakan kondisi operasional atau perilaku sukarela yang digunakan dalam suatu lingkungan tertentu. Kondisi operasional ini meliputi:

- a. Penguatan positif atau penghargaan, tanggapan yang dihargai akan cenderung diulangi (nilai tinggi membuat seseorang belajar lebih giat).
- b. Penguatan negatif, tanggapan yang memungkinkan terjadinya keadaan untuk meloloskari diri dari hal yang tidak diinginkan atau ketidaknyamanan cenderung akan diulangi (memungkinkan pemberian alasan untuk terlambat mengerjakan pekerjaan rumah akan membuat seseorang tidak tepat waktu menyampaikan pekerjaan rumah yang lainnya).
- c. Pemadaman atau tanpa penghargaan, tanggapan yang tidak diberi penguatan cenderung tidak akan diulangi (mengabaikan alasan untuk terlambat ke sekolah, akan membuat seorang peserta didik jera datang terlambat).

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Gambar 7. Hubungan Stimulus & Respon

Hukuman, tanggapan yang diberi konsekuensi yang tidak menyenangkan atau menyakitkan akan membuat seseorang merasa tertekan. Tetapi perilakunya akan muncul kembali bila aturannya berubah (menghukum peserta didik yang mengganggu peserta didik lain akan menghentikan tindakan mengganggu tersebut).

Eksperimen B. F. Skinner (1933) yang hasilnya dipublikasikan dengan judul *Behavior Organism* (Woolfolk dalam Baharuddin dan Esa Nur Wahyuni), 2007, menyatakan sebagai berikut:

- a. Memberikan suasana yang menyenangkan ketika memberikan tugas-tugas belajar, misalnya menekankan kepada kerja sama, dan kompetisi antar kelompok individu. Membuat kegiatan membaca menjadi menyenangkan dengan menciptakan ruang baca yang nyaman dan enak serta menarik dan lain sebagainya.
- b. Membantu siswa mengatasi secara bebas dan sukses pada situasi-situasi yang mencemaskan atau menekan, misalnya: mendorong siswa yang pemalu untuk mengajarkan siswa lain cara memahami materi pelajaran. Atau membuat tahap jangka pendek untuk mencapai tujuan jangka panjang, misalnya dengan memberikan tes harian, mingguan, agar siswa dapat menyimpan apa yang dipelajari dengan baik.

- c. Membantu siswa untuk mengenal perbedaan dan persamaan terhadap situasi-situasi sehingga mereka dapat membedakan dan menggeneralisasikan secara tepat. Misalnya, meyakinkan siswa yang cemas ketika menghadapi ujian masuk sekolah yang lebih tinggi tingkatannya atau perguruan tinggi, bahwa tes tersebut sama dengan tes-tes akademik lainnya yang pernah mereka lakukan.

Ringkasan dari teori behaviorisme yang dikemukakan Pavlov, Thorndike, Watson, dan Skinner sebagai berikut:

- a. Menekankan perhatian pada perubahan tingkah laku yang dapat diamati setelah seseorang diberi perlakuan,
- b. Perilaku dapat dikuatkan atau dihentikan melalui ganjaran atau hukuman,
- c. Pengajaran direncanakan dengan menyusun tujuan instruksional yang dapat diukur atau diamati,
- d. Guru tidak perlu mengetahui apa yang telah dipahami dan apa yang terjadi pada proses berpikir seseorang.

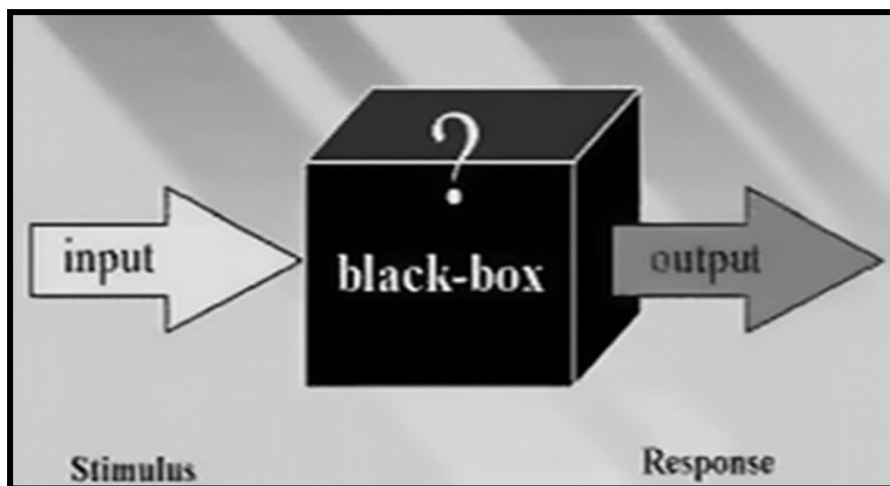
Implikasi dari teori behavioris dalam pendidikan sangat mendalam. Guru menulis tujuan instruksional dalam persiapan mengajar, yang kemudian akan diukur pada akhir pembelajaran. Guru tidak memperhatikan hal-hal apa yang telah diketahui peserta didik, atau apa yang peserta didik pikirkan selama proses pengajaran berlangsung. Guru mengatur strategi dengan memberikan ganjaran (berupa nilai tinggi atau pujian) dan hukuman (nilai rendah atau hukuman lain). Guru lebih menekankan pada apa yang harus dikerjakan peserta didik bukan pada pemahaman peserta didik terhadap sesuatu.

Teori belajar behaviorisme ini telah lama dianut oleh para guru dan pendidik, namun dari semua pendukung teori ini, teori Skinnerlah yang paling besar pengaruhnya terhadap perkembangan teori belajar Behaviorisme. Program-program pembelajaran seperti *Teaching Machine*, pembelajaran berprogram, modul dan program-program pembelajaran lain yang berpijak pada konsep hubungan stimulus-respons serta mementingkan faktor-faktor penguat merupakan program-program pembelajaran yang menerapkan teori belajar yang dikemukakan oleh Skinner.

2. Teori Belajar Kognitivisme

Kognitivisme muncul sebagai tanggapan terhadap teori behaviorisme, manusia tidak "diprogram sebagai binatang", itu hanya menanggapi rangsangan lingkungan; manusia adalah makhluk rasional yang membutuhkan partisipasi aktif untuk belajar, dan yang tindakan-tindakannya adalah konsekuensi berpikir.

Kognitivisme berfokus pada aktivitas mental batin - membuka "kotak hitam" dari pikiran manusia yang berharga dan diperlukan untuk memahami bagaimana orang belajar. Proses mental seperti berpikir, memori, tahu, dan pemecahan masalah perlu dieksplorasi. Pengetahuan dapat dilihat sebagai skema atau simbolis konstruksi mental. Belajar didefinisikan sebagai perubahan dalam skema pembelajar.



Gambar 8: Chomsky's LAD

Beberapa tokoh yang mengembangkan teori kognitivisme:

a. Attribution Theory (Weiner)

Weiner mengembangkan sebuah kerangka teoretis yang telah menjadi sangat berpengaruh dalam psikologi sosial hari ini. Teori atribusi mengasumsikan bahwa orang mencoba untuk menentukan mengapa orang melakukan apa yang mereka lakukan, yaitu menafsirkan menyebabkan untuk suatu peristiwa atau perilaku.

b. Teori Pemrosesan Informasi (Robert Gagne)

Asumsi yang mendasari teori ini adalah pembelajaran merupakan faktor yang sangat penting dalam perkembangan. Perkembangan merupakan hasil kumulatif dari pembelajaran. Menurut Gagne bahwa dalam pembelajaran terjadi proses penerimaan informasi, untuk kemudian diolah sehingga menghasilkan keluaran dalam bentuk hasil belajar. Dalam pemrosesan informasi terjadi adanya interaksi antara kondisi-kondisi internal dan kondisi-kondisi eksternal individu. Kondisi internal, yaitu keadaan dalam diri individu yang diperlukan untuk mencapai hasil belajar dan proses kognitif, sedangkan kondisi eksternal adalah rangsangan dari lingkungan yang mempengaruhi individu dalam proses pembelajaran.

c. Teori Elaborasi (Reigeluth)

Pergeseran paradigma dari guru-sentris instruksi ke instruksi yang berpusat pada peserta didik telah menimbulkan "kebutuhan baru cara-cara urutan instruksi" (Reigeluth, 1999).

Charles Reigeluth dari Indiana University mengemukakan Teori Elaborasi, sebuah model desain instruksional yang bertujuan untuk membantu memilih dan urutan konten dalam cara yang akan mengoptimalkan pencapaian tujuan pembelajaran. Pendukung merasa penggunaan motivator, analogi, ringkasan dan sintesis mengarah pada pembelajaran yang efektif. Sementara teori yang tidak efektif terutama konten, memang ditujukan untuk menengah ke kompleks jenis kognitif dan psikomotorik belajar.

d. Teori Belajar Gestalt

Gestalt berasal dari bahasa Jerman yang mempunyai padanan arti sebagai "bentuk atau konfigurasi". Pokok pandangan Gestalt adalah bahwa obyek atau peristiwa tertentu akan dipandang sebagai sesuatu keseluruhan yang terorganisasikan. Menurut Gestalt anak dipandang sebagai suatu keseluruhan, yakni suatu organisme yang dinamis, yang senantiasa dalam keadaan berintegrasi dengan dunia sekitarnya untuk mencapai tujuan-tujuannya. Interaksi di sini dimaksudkan bahwa anak selalu menerima



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stimulus (respons) dari luar dirinya. Stimulus tersebut tidak diterimanya begitu saja, melainkan ia melakukan seleksi sesuai dengan tujuannya, setelah itu mereka bereaksi terhadap stimulus-stimulus itu dengan cara mengolahnya.

e. Tahap Teori Perkembangan Kognitif (Piaget)

Ahli Biologi dan psikolog Swiss, Jean Piaget (1896-1980) mengamati anak-anak (dan proses pembuatannya mereka memahami dunia di sekitar mereka) dan akhirnya mengembangkan empat tahap model bagaimana proses pikiran informasi baru dijumpai. Dia mengemukakan bahwa kemajuan anak-anak melalui empat tahap dan bahwa mereka semua melakukannya dalam urutan yang sama. Keempat tahapan ini adalah:

- 1) **Sensorimotor stage** (*Birth to 2 years old*). '**Tahap sensorimotor** (lahir sampai 2 tahun)'. Bayi membangun pemahaman tentang dirinya sendiri dan realitas (dan bagaimana segala sesuatu bekerja) melalui interaksi dengan lingkungan.
- 2) **Preoperational stage** (*ages 2 to 4*). '**Tahapan** (berusia 2 sampai 4)'. Anak belum mampu memahami konsep abstrak dan membutuhkan situasi fisik yang konkret. Objek diklasifikasikan dalam cara-cara sederhana, terutama dengan fitur-fitur penting.
- 3) **Concrete operations** (*ages 7 to 11*). '**Operasi konkret** (usia 7 hingga 11)'. Seperti pengalaman fisik terakumulasi, akomodasi meningkat. Si anak mulai berpikir secara abstrak dan konsep, menciptakan struktur logis yang menjelaskannya pengalaman fisik.
- 4) **Formal operations** (*beginning at ages 11 to 15*). '**Operasi formal** (mulai pada usia 11-15)'. Kognisi mencapai bentuk akhirnya. Pada tahap ini, orang tidak lagi memerlukan objek konkret untuk membuat penilaian rasional. Dia mampu melakukan penalaran deduktif dan hipotetis. Dia mampu untuk berpikir abstrak yang sangat mirip dengan orang dewasa.

Implikasi teori perkembangan kognitif Piaget dalam pembelajaran adalah :

- 1) Bahasa dan cara berpikir anak berbeda dengan orang dewasa. Oleh karena itu guru mengajar dengan menggunakan bahasa yang sesuai dengan cara berpikir anak.
 - 2) Anak-anak akan belajar lebih baik apabila dapat menghadapi lingkungan dengan baik. Guru harus membantu anak agar dapat berinteraksi dengan lingkungan sebaik-baiknya.
 - 3) Bahan yang harus dipelajari anak hendaknya dirasakan baru tetapi tidak asing.
 - 4) Berikan peluang agar anak belajar sesuai tahap perkembangannya.
 - 5) Di dalam kelas, anak-anak hendaknya diberi peluang untuk saling berbicara dan diskusi dengan teman-temannya.
- f. Noam Chomsky merupakan tokoh *innatist* atau lebih yang dikenal dengan kognitivist dengan LAD sebagai ide besarnya, bahwa anak terlahir memiliki perangkat kemampuan berbahasa *Language Acquisition Device* yang bersifat universal sehingga juga dikenal istilah *Universal Grammar*.
- g. Stephen Krashen, seperti Chomsky merupakan tokoh *innatist* yang mengembang lima hipotesis pembelajaran berbahasa meliputi:
- 1) *Hipotesa Pemerolehan dan pembelajaran bahasa (acquisition/Learning Hypothesis)* – *acquisition* adalah proses bawah sadar atau “*subconscious*” seperti pada proses penguasaan bahasa ibu;sedangkan *learning* merupakan proses“*conscious*” atau sadar seperti pada proses mempelajari pengetahuan tentang aturan berbahasa.
 - 2) *Hepotesa Monitor atau Monitor Hypothesis* – pembelajaran memiliki fungsi sebagai monitor atau penyaring yang memungkinkan kita menghasilkan berbagai penyesuaian bahasa sebagai hasil dari pemerolehan atau *acquisition*.

Kegiatan Pembelajaran 1

- 3) *Hipotesa Aturan Alamaiah atau The Natural Order Hypothesis* – pemerolehan bahasa asing sama halnya dengan pemerolehan bahasa pertama mengikuti kaidah yang alamiah. Penyimpangan berbahasa bukanlah kesalahan melainkan perkembangan proses pembelajaran.
- 4) *Hipotesa input atau The Input Hypothesis* – pemerolehan terjadi bila ada input yang bermakna yang memadai, “*comprehensible input*” ($i + 1$).
- 5) *Hipotesa Filter afektif atau The Affective Filter Hypothesis* – pemerolehan bahasa dipengaruhi oleh faktor-faktor afektif atau perasaan. Rasa cemas; percaya diri dan motivasi bisa menaikkan filter afektif.

3. Teori Belajar Konstruksivisme

Pandangan konstruktivistik berakar pada teori belajar Piaget. Piaget mengemukakan bahwa setiap organisme menyusun pengetahuan dengan jalan menciptakan struktur mental (struktur kognisi) dan menerapkannya dalam pengalaman. Yang diutamakan dalam teori belajar ini adalah perilaku mental, pengetahuan, berpikir kritis, dan intelegensi.



Gambar 9: Input Komprehensif

Perbandingan Teori Belajar Konstruktivistik Dengan Teori Belajar Behavioristik

Pandangan Konstruktivistik dan behavioristik tentang belajar dan pembelajaran nampak pada tabel perbandingan berikut:

Tabel 2 : Teori Belajar Konstruktivistik & Behavioristik

Konstruktivistik	Behavioristik
Pengetahuan adalah non-objective, bersifat temporer, selalu berubah dan tidak menentu.	Pengetahuan adalah objektif, pasti, dan tetap, tidak berubah. Pengetahuan telah terstruktur dengan rapi.
Belajar adalah penyusunan pengetahuan dari pengalaman konkrit, aktivitas kolaboratif, dan refleksi serta interpretasi. Mengajar adalah menata lingkungan agar si belajar termotivasi dalam menggali makna seta menghargai ketidakmenentuan.	Belajar adalah perolehan pengetahuan, sedangkan mengajar adalah memindahkan pengetahuan ke orang yang belajar.
Pembelajar akan memiliki pemahaman yang berbeda terhadap pengetahuan tergantung pada pengalamannya, dan perspektif yang dipakai dalam menginterpretasikannya.	Pembelajar akan memiliki pemahaman yang sama terhadap pengetahuan yang diajarkan. Artinya, apa yang dipahami oleh pengajar itulah yang harus dipahami oleh si belajar.
<i>Mind</i> atau pikiran berfungsi sebagai alat untuk menginterpretasi peristiwa, objek, atau perspektif yang ada dalam dunia nyata sehingga makna yang dihasilkan bersifat unik dan individualistic.	Fungsi <i>mind</i> /pikiran adalah menjiplak struktur pengetahuan melalui proses berpikir yang dapat dianalisis dan dipilah sehingga makna yang dihasilkan dari proses berpikir seperti ini ditentukan oleh karakteristik struktur pengetahuan.

Perbandingan Teori Belajar Behavioristik; Kognitif dan Konstruktivisme

Dari ketiga teori belajar yang dominan di atas yang meliputi teori belajar behavioristik (teori belajar tingkah laku); teori belajar kognitif; dan teori belajar konstruktivis (teori belajar konstruktif) dapat disimpulkan perbedaannya sebagai berikut:

Tabel 3: Perbedaan Teori Belajar Behavioristik, Kognitif dan Konstruktivistik

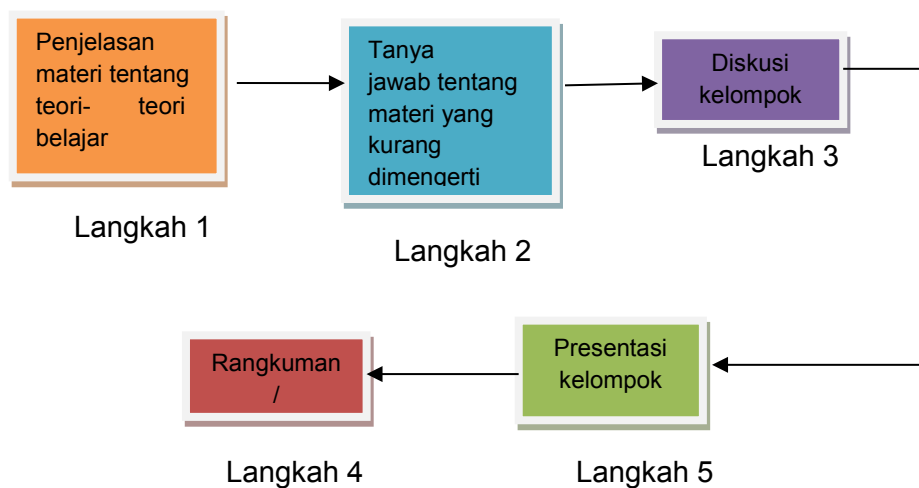
Perbedaan Teori Belajar Behavioristik, Teori Belajar Kognitif, dan Teori Belajar Konstruktivis			
Aspek	Behavioristik	Kognitif	Konstruktivis
Tokoh	Pavlov (1849-1936), Watson (1878-1958), Thorndike (1874-1949), Skinner (1904-1990)	Jean Piaget, Lev Vygotski	Schuman (1996), Merrill (1991), Smornganbord (1997), Gagne, Bloom, Clark.
Dasar Pemikiran	Perubahan tingkah laku	Proses berpikir dibalik tingkah laku	Pengetahuan dibangun secara aktif
Kekuatan	Siswa difokuskan pada tujuan yang jelas sehingga dapat menanggapi secara otomatis. Contoh: Siswa mampu menjelaskan sifat-sifat zat cair, maka diharapkan siswa mampu menjawab pertanyaan tentang sifat-sifat zat cair	Penerapan teori kognitif bertujuan untuk melatih siswa agar mampu mengerjakan tugas dengan cara yang sama dan konsisten. Contoh: Cara belajar siswa berbeda-beda, mereka perlu secara rutin dilatih untuk mencapai cara umum yang tepat.	Siswa diajak untuk memahami dan menafsirkan kenyataan dan pengalaman yang berbeda, supaya mereka lebih mampu menyelesaikan masalah dalam kehidupan nyata. Contoh: Bila siswa dapat menyelesaikan masalah dengan berbagai cara, maka siswa akan terlatih untuk menerapkannya dalam situasi yang berbeda (baru).

Perbedaan Teori Belajar Behavioristik, Teori Belajar Kognitif, dan Teori Belajar Konstruktivis			
Aspek	Behavioristik	Kognitif	Konstruktivis
Kelemahan	Siswa dapat berada dalam situasi di mana rangsangan (stimulus) dari jawaban yang benar tidak tersedia. Contoh: Siswa harus membuang sampah pada tempatnya, tetapi di tempat tersebut tidak tersedia tempat sampah.	Siswa belajar suatu cara menyelesaikan tugas, tetapi cara yang dipilih belum tentu baik (sesuai). Contoh: Siswa belajar cara menulis surat dengan cara yang sama, perlu diperhatikan perbedaan selera dalam menulis surat.	Dalam keadaan dimana kesepakatan sangat diutamakan, pemikiran dan tindakan terbuka dapat menimbulkan masalah. Contoh: Mengikuti aturan sekolah tidak dapat ditawarkan dan didiskusikan agar peraturannya dibuat berbeda bagi sekelompok siswa tertentu. Mungkin hal itu merupakan gagasan yang konstruktif tetapi akan sulit dilaksanakan.

Karena ketiga teori belajar tersebut mempunyai kekuatan/kelebihan dan kelemahan masing-masing, maka pemahaman dan penggunaan ketiganya secara tepat akan membuat pembelajaran yang dilakukan oleh guru kepada siswa akan lebih efektif. Ketiga teori belajar tersebut saling melengkapi.

D. Aktivitas Pembelajaran

Aktivitas pembelajaran yang akan Anda lakukan sesuai dengan alur kegiatan berikut:



Gambar 10 : Alur Kegiatan Pembelajaran 1

LK 1.1 Diskusi Kelompok

Sebelum mendiskusikan secara kelompok kasus berikut, sepakati terlebih dahulu siapa yang menjadi juru bicara untuk memaparkan hasil diskusi dan pembagian tugas dari masing-masing anggota kelompok.

1. Menurut kelompok Saudara teori pembelajaran manakah yang masih relevan, dalam menghadapi tuntutan jaman dan perkembangan teknologi saat ini? Jelaskan penerapannya dalam pembelajaran Bahasa Inggris di kelas.
2. Sampaikan pendapat kelompok Saudara bagaimana kontribusi teori-teori pembelajaran di atas dalam penguatan karakter luhur bangsa?

E. Latihan/Tugas/ Kasus

LK 1.2 Diskusi Berpasangan

Bekerjalah secara berpasangan untuk mendiskusikan jawaban dari pertanyaan-pertanyaan berikut ini. Perlu diingat perbedaan argumen merupakan hal biasa namun harus dikaji dan diuji agar bisa dipertanggungjawabkan kebenarannya.

- 1) Apa perbedaan dan persamaan teori Behaviorisme; Kognitivisme; dan Konstruktivisme?
- 2) Jelaskan implikasi masing-masing tiga teori belajar di atas dalam pembelajaran bahasa berikut contoh penerapannya dalam pembelajaran Bahasa Inggris!
- 3) Dalam pembelajaran bahasa dikenal istilah *learning* dan *aquisition*, apa perbedaan keduanya?
- 4) Saat pembelajaran di sebuah kelas, bapak guru meminta Ishaan menginterpretasi sebuah puisi. Jawaban Ishaan dianggap salah. Seorang siswa lain menjawab sesuai intepretasi yang sudah didiktekan dan jawaban itu diterima.

Teori pembelajaran apakah yang sedang diterapkan oleh guru? Apakah kelebihan dan kelemahannya?

- 5) Dalam kegiatan belajar mengajar, Ibu Meta memperhatikan perilaku peserta didik yang tampak, hasil tes, juga faktor lingkungan psikologi para siswanya. Proses pembelajaran dan penugasan dibuat untuk melatih proses berpikir, pemecahan masalah dan kesadaran. Bu Meta memberikan latihan-latihan tugas menyelesaikan soal yang berhubungan dengan pokok bahasan. Teori pembelajaran apakah yang diterapkan oleh Bu Meta? Apa kelebihan dan kelemahannya?
- 6) Bagaimana strategi Saudara dalam mendisiplinkan siswa agar tidak terlambat datang, menjaga kebersihan lingkungan sekolah dan jujur dalam mengerjakan tes?
- 7) Carilah satu masalah pembelajaran di kelas yang pernah dialami. Teori pembelajaran apakah yang sesuai untuk mengatasi masalah tersebut? Nilai karakter apa yang terdapat dalam proses penyelesaian masalah itu?

F. Rangkuman

Pembelajaran menurut teori behavioristik ditekankan pada penambahan pengetahuan, sedangkan belajar sebagai aktivitas *mimetic*, yang menuntut pebelajar untuk mengungkapkan kembali pengetahuan yang sudah dipelajari dalam bentuk laporan, kuis, atau tes. Penyajian isi atau materi pelajaran menekankan pada ketrampilan yang terisolasi atau akumulasi fakta mengikuti urutan dari bagian ke keseluruhan. Pembelajaran mengikuti urutan kurikulum secara ketat, sehingga aktivitas belajar lebih banyak didasarkan pada buku teks/buku wajib dengan penekanan pada ketrampilan mengungkapkan kembali isi buku teks/buku wajib tersebut. Pembelajaran dan evaluasi menekankan pada hasil belajar.

Secara ringkas teori behaviorisme yang dikemukakan oleh para ahli di atas dapat disimpulkan bahwa:

1. Belajar adalah perubahan tingkah laku
2. Tingkah laku tersebut harus dapat diamati
3. Mengikuti pentingnya masukan atau input yang berupa stimulus dan keluaran atau output yang berupa respon.
4. Fungsi mind atau fikiran adalah untuk menjiplak struktur pengetahuan yang sudah ada melalui proses berpikir yang dapat dianalisis dan dipilah.
5. Pembiasaan dan latihan menjadi esensial dalam belajar.
6. Apa yang terjadi antara stimulus dan respon dianggap tidak penting diperhatikan karena tidak dapat diamati.
7. Yang dapat diamati hanyalah stimulus respon.
8. Kegagalan atau ketidakmampuan dalam penambahan pengetahuan dikategorikan sebagai kegagalan yang perlu dihukum
9. Aplikasi teori ini menuntut siswa untuk mengungkapkan kembali pengetahuan yang sudah dipelajari dalam bentuk laporan, kuis atau tes. Penyajian materi pelajaran mengikuti urutan dari bagian-bagian keseluruhan. Pembelajaran dan evaluasi menekan pada hasil, dan evaluasi menuntut jawaban yang benar. Jawaban yang benar menunjukkan bahwa siswa telah menyelesaikan belajarnya.

10. Proses belajar sangat bergantung kepada faktor yang berada di luar dirinya, sehingga ia memerlukan stimulus dari pengajarnya.
11. Hasil belajar banyak ditentukan oleh proses peniruan, pengulangan dan penguatan (reinforcement).
12. Belajar harus melalui tahap-tahap tertentu, sedikit demi sedikit, yang mudah mendahului yang lebih sulit.

Teori belajar kognitivisme cocok dipakai untuk pembelajaran bahasa asing, khususnya teori perkembangan kognitif (Piaget), perhatikan hal-hal berikut:

1. Bahasa dan cara berpikir anak berbeda dengan orang dewasa. Oleh karena itu guru mengajar dengan menggunakan bahasa yang sesuai dengan cara berpikir anak.
2. Anak-anak akan belajar lebih baik apabila dapat menghadapi lingkungan dengan baik. Guru harus membantu anak agar dapat berinteraksi dengan lingkungan sebaik-baiknya.
3. Bahan yang harus dipelajari anak hendaknya dirasakan baru tetapi tidak asing.
4. Berikan peluang agar anak belajar sesuai tahap perkembangannya.
5. Di dalam kelas, anak-anak hendaknya diberi peluang untuk saling berbicara dan diskusi dengan teman-temannya.

Menurut konstruktivisme, *pembelajar (learner)*, orang yang sedang belajar) akan membangun pengetahuannya sendiri berdasarkan apa yang sudah diketahuinya. Karena itu belajar tentang dan mempelajari sesuatu itu tidak dapat diwakilkan dan tidak dapat “diborongkan” kepada orang lain. Siswa sendiri harus proaktif mencari dan menemukan pengetahuan itu, dan *mengalami sendiri* proses belajar dengan mencari dan menemukan itu. Di sini diperlukan pemahaman guru tentang “apa yang sudah diketahui pembelajar”, atau apa yang disebut pengetahuan awal (*prior knowledge*), sehingga guru bisa tepat menyajikan bahan pengajaran yang pas: Jangan memberikan bahan yang sudah diketahui siswa, jangan memberikan bahan yang terlalu jauh bisa dijangkau oleh siswa. Tugas guru adalah memfasilitasi proses belajar dengan cara-cara yang menjadikan informasi bermakna dan relevan bagi siswa.



G. Umpan Balik dan Tindak Lanjut

LK 1.3 Refleksi Pembelajaran

REFLECTION SHEET – KEGIATAN PEMBELAJARAN 1

1. Pada kegiatan pembelajaran 2, saya sudah mempelajari tentang
.....
.....
2. Apakah teori belajar di atas masih aplikatif hingga saat ini. Jelaskan dengan contoh aplikasinya bila masih aplikatif dan kendalanya bila sudah tidak aplikatif!
.....
.....
3. Teori belajar manakah yang terakhir berkembang?
.....
.....
4. Adakah teori belajar di atas yang baru Anda pelajari?
.....
.....
5. Pendidikan karakter luhur bangsa Indonesia apa sajakah yang telah kita kembangkan melalui kegiatan diskusi dan latihan di atas?
.....
.....



Kegiatan Pembelajaran 2

Prinsip-Prinsip Pembelajaran

A. Tujuan

Setelah mengikuti pelatihan, peserta diklat dapat menjelaskan hakikat dan prinsip-prinsip pembelajaran dengan baik.

B. Indikator Pencapaian


1. Menjelaskan pengertian belajar
2. Menjelaskan pengertian pembelajaran
3. Mengidentifikasi prinsip-prinsip pembelajan
4. Menyebutkan prinsip-prinsip pembelajaran
5. Menjelaskan implikasi pemahaman prinsip pembelajaran bagi guru
6. Menjelaskan implikasi pemahaman prinsip pembelajaran bagi siswa

C. Uraian Materi

Simaklah uraian berikut dengan seksama. Jangan lupa untuk berdoa sebelum beraktivitas. Perdalamlah pemahaman Anda dengan mencari referensi lain sebagai penguat.

Menurut Mouly dalam Nella (2011), belajar pada hakikatnya adalah proses perubahan tingkah laku seseorang berkat adanya pengalaman. Pendapat ini juga dikemukakan oleh Kimble dan Garmezi dalam Ali (1987) bahwa belajar adalah perubahan tingkah laku yang relatif permanen, terjadi sebagai hasil dari pengalaman. Sedangkan Garry dan Kingsley menyatakan bahwa belajar adalah proses perubahan tingkah laku yang orisinil melalui pengalaman dan latihan-latihan. Belajar merupakan proses perubahan tingkah laku yang relatif menetap sebagai akibat latihan dan pengalaman.

Pembelajaran adalah proses interaksi peserta didik dengan pendidik dan sumber belajar pada suatu lingkungan belajar. Pembelajaran merupakan bantuan yang



Kegiatan Pembelajaran 2

diberikan pendidik agar dapat terjadi proses pemerolehan ilmu dan pengetahuan, penguasaan kemahiran dan tabiat, serta pembentukan sikap dan kepercayaan pada peserta didik. Dengan kata lain, pembelajaran adalah proses untuk membantu peserta didik agar dapat belajar dengan baik. Proses pembelajaran dialami sepanjang hayat seorang manusia serta dapat berlaku di mana pun dan kapan pun.

Pelaksanaan pembelajaran pada pelaksanaan Kurikulum 2013 memiliki karakteristik yang berbeda dari pelaksanaan kurikulum 2006. Berdasarkan hasil analisis terhadap kondisi yang diharapkan maka diperoleh 14 prinsip utama pembelajaran yang perlu guru terapkan. Ada pun 14 prinsip itu adalah:

1. Dari siswa diberi tahu menuju siswa mencari tahu; pembelajaran mendorong siswa menjadi pembelajar aktif, pada awal pembelajaran guru tidak berusaha untuk memberitahu siswa karena itu materi pembelajaran tidak disajikan dalam bentuk final. Pada awal pembelajaran guru membangkitkan rasa ingin tahu siswa terhadap suatu fenomena atau fakta lalu mereka merumuskan ketidaktahuannya dalam bentuk pertanyaan. Jika biasanya kegiatan pembelajaran dimulai dengan penyampaian informasi dari guru sebagai sumber belajar, maka dalam pelaksanaan kurikulum 2013 kegiatan inti dimulai dengan siswa mengamati fenomena atau fakta tertentu. Oleh karena itu guru selalu memulai dengan menyajikan alat bantu pembelajaran untuk mengembangkan rasa ingin tahu siswa dan dengan alat bantu itu guru membangkitkan rasa ingin tahu siswa dengan bertanya.
2. Dari guru sebagai satu-satunya sumber belajar menjadi belajar berbasis aneka sumber; pembelajaran berbasis sistem lingkungan. Dalam kegiatan pembelajaran membuka peluang kepada siswa sumber belajar seperti informasi dari buku siswa, internet, koran, majalah, referensi dari perpustakaan yang telah disiapkan. Pada metode proyek, pemecahan masalah, atau inkuiri siswa dapat memanfaatkan sumber belajar di luar kelas. Dianjurkan pula untuk materi tertentu siswa memanfaatkan sumber belajar di sekitar lingkungan masyarakat. Tentu dengan pendekatan ini pembelajaran tidak cukup dengan pelaksanaan tatap muka dalam kelas.

3. Dari pendekatan tekstual menuju proses sebagai penguatan penggunaan pendekatan ilmiah; pergeseran ini membuat guru tidak hanya menggunakan sumber belajar tertulis sebagai satu-satunya sumber belajar siswa dan hasil belajar siswa hanya dalam bentuk teks. Hasil belajar dapat diperluas dalam bentuk teks, desain program, *mind mapping*, gambar, diagram, tabel, kemampuan berkomunikasi, kemampuan mempraktikkan sesuatu yang dapat dilihat dari bahasa lisannya, tulisannya, gerakannya, atau karyanya.
4. Dari pembelajaran berbasis konten menuju pembelajaran berbasis kompetensi; pembelajaran tidak hanya dilihat dari hasil belajar, tetapi dari aktivitas dalam proses belajar. Yang dikembangkan dan dinilai adalah sikap, pengetahuan, dan keterampilannya.
5. Dari pembelajaran parsial menuju pembelajaran terpadu; mata pelajaran dalam pelaksanaan kurikulum 2013 menjadi komponen sistem yang terpadu. Semua materi pelajaran perlu diletakkan dalam sistem yang terpadu untuk menghasilkan kompetensi lulusan. Oleh karena itu guru perlu merancang pembelajaran bersama-sama, menentukan karya siswa bersama-sama, serta menentukan karya utama pada tiap mata pelajaran bersama-sama, agar beban belajar siswa dapat diatur sehingga tugas yang banyak, aktivitas yang banyak, serta penggunaan waktu yang banyak tidak menjadi beban belajar berlebih yang kontra produktif terhadap perkembangan siswa.
6. Dari pembelajaran yang menekankan jawaban tunggal menuju pembelajaran dengan jawaban yang kebenarannya multi dimensi; di sini siswa belajar menerima kebenaran tidak tunggal. Siswa melihat awan yang sama di sebuah kabupaten. Mereka akan melihatnya dari tempatnya berpijak. Jika ada sejumlah siswa yang melukiskan awan pada jam yang sama dari tempat yang berjauhan, mereka akan melukiskannya berbeda-beda, semua benar tentang awan itu, benar menjadi beragam.
7. Dari pembelajaran verbalisme menuju keterampilan aplikatif; pada waktu lalu pembelajaran berlangsung ceramah. Segala sesuatu diungkapkan dalam bentuk lisan guru, fakta disajikan dalam bentuk informasi verbal, sekarang siswa harus lihat faktanya, gambarnya, videonya, diagamnya, teksnya yang membuat siswa melihat, meraba, merasa dengan panca indranya. Siswa



Kegiatan Pembelajaran 2

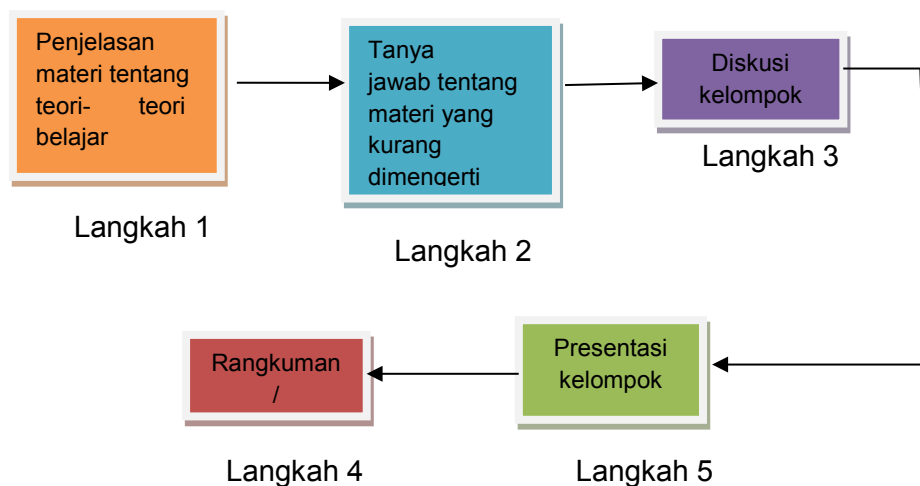
belajar tidak hanya dengan mendengar, namun dengan menggunakan panca indra lainnya.

8. Peningkatan dan keseimbangan antara keterampilan fisikal (*hardskill*) dan keterampilan mental (*softskill*); hasil belajar pada rapor tidak hanya melaporkan angka dalam bentuk pengetahuannya, tetapi menyajikan informasi menyangkut perkembangan sikapnya dan keterampilannya. Keterampilan yang dimaksud bisa keterampilan mendengar, berbicara, membaca, menulis yang mencerminkan keterampilan berpikirnya. Keterampilan bisa juga dalam bentuk aktivitas dalam menghasilkan karya, sampai pada keterampilan berkomunikasi yang santun, keterampilan menghargai pendapat dan yang lainnya.
9. Pembelajaran yang mengutamakan pembudayaan dan pemberdayaan siswa sebagai pembelajar sepanjang hayat; ini memerlukan guru untuk mengembangkan kebiasaan sejak dini untuk melaksanakan norma yang baik sesuai dengan budaya masyarakat setempat. Dalam ruang lingkup yang lebih luas siswa perlu mengembangkan kecakapan berpikir, bertindak, berbudi sebagai bangsa, bahkan memiliki kemampuan untuk menyesuaikan dengan kebutuhan beradaptasi pada lingkungan global. Kebiasaan membaca, menulis, menggunakan teknologi, bicara yang santun merupakan aktivitas yang tidak hanya diperlukan dalam budaya lokal, namun bermanfaat untuk berkompetisi dalam ruang lingkup global.
10. Pembelajaran yang menerapkan nilai-nilai dengan memberi keteladanan (*ing ngarso sung tulodo*), membangun kemauan (*ing madyo mangun karso*), dan mengembangkan kreativitas siswa dalam proses pembelajaran (*tut wuri handayani*). Di sini guru perlu menempatkan diri sebagai fasilitator yang dapat menjadi teladan, memberi contoh bagaimana hidup selalu belajar, hidup patuh menjalankan agama dan perilaku baik lain. Guru di depan menjadi teladan, di tengah siswa menjadi teman belajar, di belakang menjadi pendorong semangat siswa untuk tumbuh mengembangkan potensi dirinya secara optimal.

11. Pembelajaran berlangsung di rumah, di sekolah, dan di masyarakat; karena itu pembelajaran dalam kurikulum 2013 memerlukan waktu yang lebih banyak dan memanfaatkan ruang dan waktu secara integratif. Pembelajaran tidak hanya memanfaatkan waktu dalam kelas.
12. Pembelajaran menerapkan prinsip bahwa siapa saja adalah guru, siapa saja adalah siswa, dan di mana saja adalah kelas. Prinsip ini menandakan bahwa ruang belajar siswa tidak hanya dibatasi oleh dinding ruang kelas. Sekolah dan lingkungan sekitar adalah kelas besar untuk siswa belajar. Lingkungan sekolah sebagai ruang belajar yang sangat ideal untuk mengembangkan kompetensi siswa. Oleh karena itu pembelajaran hendaknya dapat mengembangkan sistem yang terbuka.
13. Pemanfaatan teknologi informasi dan komunikasi (TIK) untuk meningkatkan efisiensi dan efektivitas pembelajaran; di sini sekolah perlu meningkatkan daya guru dan siswa untuk memanfaatkan TIK. Jika guru belum memiliki kapasitas yang mumpuni siswa dapat belajar dari siapa pun. Yang paling penting mereka harus dapat menguasai TIK sebab mendapatkan pelajaran dengan dukungan TIK atau tidak, siswa tetap akan menghadapi tantangan dalam hidupnya menjadi pengguna TIK. Jika sekolah tidak memfasilitasi pasti daya kompetisi siswa akan jomplang daripada siswa yang memperoleh pelajaran menggunakannya.
14. Pengakuan atas perbedaan individual dan latar belakang budaya siswa; cita-cita, latar belakang keluarga, cara mendapat pendidikan di rumah, cara pandang, cara belajar, cara berpikir, keyakinan siswa berbeda-beda. Oleh karena itu pembelajaran harus melihat perbedaan itu sebagai kekayaan yang potensial dan indah jika dikembangkan menjadi kesatuan yang memiliki unsur keragaman. Hargai semua siswa, kembangkan kolaborasi, dan biarkan siswa tumbuh menurut potensinya masing-masing dalam kolaborasi kelompoknya.

D. Aktivitas Pembelajaran

Aktivitas pembelajaran yang akan Anda lakukan pada kegiatan pembelajaran berikut sesuai dengan alur kegiatan seperti pada gambar berikut.



Gambar 11 : Alur Kegiatan Pembelajaran 2

LK 2.1 Diskusi Kelompok

Sebelum mendiskusikan secara kelompok kasus berikut, sepakati terlebih dahulu siapa yang menjadi juru bicara untuk memaparkan hasil diskusi dan pembagian tugas dari masing-masing anggota kelompok.

1. Berdasarkan pengertian pembelajaran di atas buatlah rumusan definisi belajar dan pembelajaran versi kelompok Saudara!
2. Prinsip-prinsip pembelajaran apa saja yang harus dipertimbangkan dalam menyelesaikan kasus berikut:

Dalam proses pembelajaran Saudara telah mengidentifikasi seorang siswa yang lambat belajar, selalu mendapatkan nilai terendah, sangat pendiam dan pasif, tidak bersemangat sekalipun pembelajaran melalui *games*, permainan. Prinsip-prinsip pembelajaran apa saja yang akan Anda pertimbangkan untuk membantu kesulitan belajar anak tersebut? Berikan alasan dan strategi apa yang akan Anda terapkan!

3. Kasus *bullying* atau perundungan marak terjadi di kalangan pelajar. Prinsip pembelajaran manakah yang dianggap mampu menyelesaikan masalah tersebut?
4. Carilah dua kasus pembelajaran yang pernah Anda temui.
 - a. Pilihlah prinsip pembelajaran yang dianggap tepat untuk mengatasinya. Jelaskan jawaban Anda.
 - b. Penguatan pendidikan karakter apakah yang bisa Anda berikan melalui prinsip pembelajaran dalam kasus tersebut? Jelaskan jawaban Anda.

E. Latihan/ Tugas/Kasus

LK 2.2 Tugas Mandiri

Berikut ini adalah pertanyaan yang harus dijawab secara mandiri, tuliskan jawaban Saudara di dalam selembar kertas dalam waktu 30 menit. Lalu kumpulkan jawaban Saudara ke pengampu/fasilitator di kelas Saudara.

1. Tuliskan dan jelaskan lima prinsip dalam pembelajaran dari 14 prinsip pembelajaran K13 yang Anda ingat!
2. Prinsip-prinsip pembelajaran mana sajakah yang akan Saudara pertimbangkan bila menghadapi sebuah kelas yang sebagian besar siswanya suka menyontek saat pelaksanaan test. Jelaskan strategi yang akan Saudara gunakan untuk merubah kebiasaan buruk tersebut.

F. Rangkuman

Belajar merupakan suatu proses perubahan karena adanya pengalaman, sedangkan pembelajaran adalah proses untuk membantu peserta didik agar dapat belajar dengan baik.

Pada dasarnya prinsip pembelajaran mengacu pada perkembangan peserta didik dan menjadikan peserta didik lebih aktif saat proses pembelajaran berlangsung, sedangkan pendidik menjadi fasilitator dalam proses pembelajaran dengan menggunakan berbagai macam metode dan media pembelajaran.



Kegiatan Pembelajaran 2

Prinsip Pembelajaran terkait dengan kebijakan kurikulum dimana kurikulum 2013 mengenal 14 prinsip pembelajaran. Prinsip pembelajaran juga bisa didasarkan pada tiga ranah dalam pembelajaran, menjadi prinsip pembelajaran kognitif, prinsip pembelajaran afektif dan prinsip pembelajaran psikomotorik.

G. Umpan Balik

2.3 LK Refleksi Pembelajaran

REFLECTION SHEET – KEGIATAN PEMBELAJARAN 2
1. Pada kegiatan pembelajaran 2, saya sudah mempelajari tentang
.....
2. Dari 14 prinsip pembelajaran di atas, adakah prinsip pembelajaran yang baru Anda ketahui? Jelaskan jawaban Anda!
.....
3. Prinsip pembelajaran mana saja yang telah Anda laksanakan dalam pembelajaran di kelas Anda?
.....
4. Manakah dari prinsip-prinsip pembelajaran di atas yang sulit untuk dilaksanakan? Jelaskan jawaban Anda!
.....
.....
5. Pendidikan karakter apakah menurut Anda yang telah kita kembangkan melalui kegiatan pembelajaran di atas? Jelaskan jawaban Anda!
.....
.....

LK 2.4 Presentasi & Diskusi

Diskusikan seluruh temuan, masalah berikut solusi terkait dengan modul KK B Pedagogik ini dalam kerja kelompok dan presentasikan hasil diskusi untuk mendapatkan umpan balik dari kelas. Seluruh hasil latihan dan tes formatif individu juga didiskusikan dengan menggunakan konfirmasi lembar jawaban berikut.



Kunci Jawaban

I. KEGIATAN PEMBELAJARAN 1

1. Penjelasan atas ketiga teori tersebut adalah:
 - A. Teori belajar Behavioristik adalah tentang perubahan tingkah laku sebagai hasil dari pengalaman. Behavioris menekankan pada pola perilaku baru yang diulang-ulang sampai menjadi otomatis.
 - B. Teori Kognitivisme berfokus pada aktivitas mental batin - membuka "kotak hitam" dari pikiran manusia yang berharga dan diperlukan untuk memahami bagaimana orang belajar. Proses mental seperti berpikir, memori, tahu, dan pemecahan masalah perlu dieksplorasi. Pengetahuan dapat dilihat sebagai skema atau simbolis konstruksi mental. Belajar didefinisikan sebagai perubahan dalam skema pembelajar.
 - C. Teori Konstruktivisme menyatakan bahwa setiap organisme menyusun pengetahuan dengan jalan menciptakan struktur mental (struktur kognisi) dan menerapkannya dalam pengalaman. Yang diutamakan dalam teori belajar ini adalah perilaku mental, pengetahuan, berpikir kritis, dan intelegensi. Pengetahuan berasal dari aktivitas siswa sendiri menemukan dan membentuk pengetahuan. Siswa secara aktif mengkonstruksi pengetahuan secara bermakna berdasarkan pengetahuan yang sudah dimiliki.
2. Implikasi behaviorisme nampak dari pemilihan metoda dan aktivitas pembelajaran yang mengarah pada pembiasaan, adanya *reward* dan *punishment* dalam pembelajaran. Teori konstruktivisme berimplikasi pada kerja kelompok ataupun mandiri yang mengarahkan pada problem solving ataupun perumusan kesimpulan tentang sebuah konsep. Sedangkan teori kognitivisme memberikan implikasi bahwa setiap siswa memiliki *prior knowledge*, pembelajaran anak adalah berbeda dengan pembelajaran orang dewasa. Dari ketiga teori dan pendekatan dalam mempelajari bahasa tersebut, Evelyn (2010) dalam *English Made Easy* menyimpulkan, untuk



Kunci Jawaban

memperoleh hasil yang optimal, seseorang menggunakan pendekatan *eclectic*, yaitu menggabungkan kelebihan yang ada pada masing-masing teori.

Misalnya, untuk belajar *pronunciation* (pengucapan), bisa menggunakan *behaviorism theory* dengan menekankan perlunya meniru dan mengulang. Untuk belajar *grammar* dengan menggunakan *cognitive*, dan untuk memperlancar kemampuan bicara dengan pendekatan *acquisition*.

3. Menurut Krashen (1983) proses belajar bahasa terdiri dari dua cara yakni *acquisition* dan *learning*. *Acquisition* yaitu proses belajar bahasa secara alami dari pengalaman langsung dalam berkomunikasi dengan bahasa tersebut. Sedangkan *learning* adalah proses belajar bahasa melalui pemahaman unsur-unsur bahasa yang kemudian digunakan untuk berkomunikasi. Menurut Krashen, untuk bisa berbahasa Inggris, seseorang tidak perlu belajar secara formal. Cukup dengan pengalaman langsung berkomunikasi dengan bahasa tersebut, seseorang dapat menguasainya. Misalnya seorang anak kecil yang secara alami dapat berbicara sesuai bahasa ibunya.

Kelemahan: metode Krashen ini hanya cocok bagi anak kecil, & sulit bagi orang dewasa. *Acquisition* ini memerlukan waktu yang lama, yang umumnya tidak dimiliki oleh orang dewasa. Bayangkan jika untuk mempelajari bahasa Inggris kita harus tinggal di negara yang menggunakan bahasa Inggris, tentu membutuhkan waktu yang lama & biaya yang besar.

4. Contoh jawaban/tentative:

Teori yang dipakai oleh guru Ishaan adalah teori pembelajaran behavioristik. Guru menjadikan pengetahuan sebagai obyek yang statis, tetap, dan tidak menerima perubahan. Mengajar baginya adalah proses memindahkan pengetahuan kepada yang belajar. Maka guru Ishaan mengharapkan pemahaman peserta didiknya mengenai interpretasi puisi haruslah sama dengan pemahamannya.

Kelebihannya adalah siswa focus pada tujuan yang jelas sehingga mampu menanggapi secara otomatis. Kelemahannya adalah guru lebih menekankan pada apa yang harus dikerjakan peserta didik, bukan pada pemahaman peserta didik terhadap sesuatu.

5. Contoh jawaban/tentative:

Teori yang diterapkan bu Meta adalah teori belajar kognitif. Kelebihannya adalah pada cara mengerjakan tugas peserta didik sama dan konsisten. Kelemahannya pada ketepatan pemilihan cara belum tentu sesuai dengan keunikan karakter peserta didik.

6. Contoh jawaban/tentative:

Agar tidak terlambat datang, guru menerapkan teori belajar behavioristik, dengan menetapkan punishment and reward.

7. Jawaban tentative

II. KEGIATAN PEMBELAJARAN 2**Diskusi Kelompok (tentative)**

1. Kimble dan Garnezi bahwa belajar adalah perubahan tingkah laku yang relatif permanen, terjadi sebagai hasil dari pengalaman.

Garry dan Kingsley menyatakan bahwa belajar adalah proses perubahan tingkah laku yang orisinil melalui pengalaman dan latihan-latihan.

Pembelajaran adalah proses untuk membantu peserta didik agar dapat belajar dengan baik.

2. Beberapa pilihan jawaban:

a. Guru di depan menjadi teladan, di tengah siswa menjadi teman belajar, di belakang selalu mendorong semangat siswa tumbuh mengembangkan potensi dirinya secara optimal.

b. Pengakuan atas perbedaan individual dan latar belakang budaya siswa. Guru perlu melakukan proses pendekatan untuk mendapatkan informasi akurat mengenai latar belakang di rumah, pola asuh orang tua, dan lingkungannya. Pengetahuan atas ini menjadi langkah awal untuk menghargai, memunculkan dan mengembangkan potensinya.

c. Tentative, dst

3. Pilihan jawaban :

a. Prinsip peningkatan dan keseimbangan antara ketrampilan fisik (hardskill) dan ketrampilan mental (softskill). Hasil belajar dicerminkan



Kunci Jawaban

melalui ketrampilan berkomunikasi yang santun, ketrampilan menyelesaikan masalah, ketrampilan menghargai pendapat.

b. Tentative, dst.

4. Tentative

Latihan Tugas

1. Lima prinsip pembelajaran (tentative dapat dipilih prinsip lainnya)

- b. Dari siswa diberi tahu menuju siswa mencari tahu.
- c. Dari guru sebagai satu-satunya sumber belajar menjadi belajar berbasis aneka sumber.
- d. Dari pendekatan tekstual menuju proses sebagai penguatan penggunaan pendekatan ilmiah.
- e. Dari pembelajaran berbasis konten menuju pembelajaran berbasis kompetensi.
- f. Siapa saja adalah guru, siapa saja adalah siswa, dan di mana saja adalah kelas.

Penjelasan lima prinsip pembelajaran

a. Dari siswa diberi tahu menuju siswa mencari tahu.

Penjelasan: pembelajaran mendorong peserta didik menjadi pembelajar aktif. Pada awal pembelajaran guru membangkitkan rasa ingin tahu siswa terhadap suatu fenomena atau fakta lalu mereka merumuskan ketidaktahuannya dalam bentuk pertanyaan.

b. Dari guru sebagai satu-satunya sumber belajar menjadi belajar berbasis aneka sumber.

Penjelasan: dalam kegiatan pembelajaran membuka peluang kepada siswa sumber belajar seperti informasi dari buku siswa, internet, koran, majalah, referensi dari perpustakaan yang telah disiapkan.



- c. Dari pendekatan tekstual menuju proses sebagai penguatan penggunaan pendekatan ilmiah.

Penjelasan: guru tidak hanya menggunakan sumber belajar tertulis sebagai satu-satunya sumber belajar siswa dan hasil belajar siswa hanya dalam bentuk teks. Hasil belajar dapat diperluas dalam bentuk teks, disain program, mind mapping, dan lain sebagainya.

- d. Dari pembelajaran berbasis konten menuju pembelajaran berbasis kompetensi.

Penjelasan: pembelajaran tidak hanya dilihat dari hasil belajar, tetapi dari aktivitas dalam proses belajar. Yang dikembangkan dan dinilai adalah sikap, pengetahuan, dan keterampilannya.

- e. Siapa saja adalah guru, siapa saja adalah siswa, dan di mana saja adalah kelas.

Penjelasan: prinsip ini menandakan bahwa ruang belajar siswa tidak hanya dibatasi dengan dinding ruang kelas. Sekolah dan lingkungan sekitar adalah kelas besar untuk siswa belajar.

2. Contoh jawaban (tentative)

- a. Mengubah formasi anggota kelompok sehingga terbentuk kelompok yang heterogen yang memungkinkan terjadinya koreksi dan umpan balik.

Evaluasi

Petunjuk: Pilihlah jawaban yang benar dengan memberikan tanda silang pada huruf pilihan jawaban yang bersesuaian.

1. Seorang guru yang memberikan hukuman pada peserta didik yang tidak mengerjakan tugas agar dia lebih memperhatikan kegiatan pembelajarannya adalah sebuah contoh penerapan teori belajar ...
 - A. konstruktivisme
 - B. nativisme
 - C. behaviorisme
 - D. kognitivisme
2. Berikut adalah teori-teori belajar yang merupakan pengembangan dari teori belajar kognitivisme, KECUALI...
 - A. *elaboration theory*
 - B. *gestalt learning theory*
 - C. *information processing theory*
 - D. *concrete operational theory*
3. Teori belajar *constructivism* memandang bahwa setiap organisme menyusun pengetahuan dengan jalan menciptakan struktur mental (struktur kognisi) dan menerapkannya dalam pengalaman. Hal ini senada dengan pandangan Piaget mengenai hubungan pengetahuan dan pengalaman, yaitu...
 - A. pengalaman mempengaruhi pengetahuan
 - B. pengetahuan dibangun dari pengalaman
 - C. pengetahuan mempengaruhi pengalaman
 - D. pengalaman didasari oleh pengetahuan



Evaluasi

4. Berikut adalah kekuatan-kekuatan dari teori pembelajaran *behaviorism*, *cognitivism*, dan *constructivism* secara berurutan jika diterapkan dalam pembelajaran:
 - A. melatih pembelajar menjadi adaptif, fokus, mampu menyelesaikan masalah
 - B. fokus, menyelesaikan masalah, bekerja keras
 - C. memiliki keinginan yang kuat, menyelesaikan masalah, tujuan yang yang jelas
 - D. memiliki tujuan yang jelas, konsistensi, melatih pembelajar menjadi adaptif

5. Manakah dari pernyataan berikut ini yang merupakan pengertian belajar secara umum?
 - A. Proses pemerolehan ilmu dan pengetahuan, penguasaan kemahiran dan tabiat
 - B. Proses perubahan yang relatif permanen dalam perilaku atau potensi perilaku sebagai hasil dari pengalaman atau latihan yang diperkuat.
 - C. penggunaan berbagai sumber belajar untuk memperoleh pengetahuan, keterampilan dan perubahan tingkah laku
 - D. Penyusunan pengetahuan dari pengalaman konkrit, aktivitas kolaboratif, dan refleksi serta interpretasi.

6. Pernyataan berikut ini, manakah yang merupakan pengertian dari pembelajaran?
 - A. proses interaksi antara pendidik dan peserta didik
 - B. proses kemandirian berlangsung
 - C. proses, cara dan atau perbuatan untuk menjadikan orang atau makhluk hidup belajar.
 - D. aktivitas guru dan siswa sehari-hari

7. Perhatikan langkah-langkah pembelajaran berikut ini! 1. *stimulation* 2. *problem statement* 3. *data collecting* 4. *data processing* 5. *verification* 6. *Generalization*. Langkah-langkah tersebut merupakan tahapan dalam model pembelajaran ...
- A. *Inquiry Learning*
 - B. *Discovery Learning*
 - C. *Problem Based Learning*
 - D. *Project Based Learning*
8. Manakah yang BUKAN merupakan prinsip utama pembelajaran berdasarkan kurikulum 2013?
- A. Pembelajaran yang menerapkan prinsip bahwa guru dan siswa memiliki tugas masing-masing yang jelas berbeda.
 - B. Pembelajaran yang mengutamakan pembudayaan dan pemberdayaan siswa sebagai pembelajar sepanjang hayat
 - C. Dari pembelajaran berbasis konten menuju pembelajaran berbasis kompetensi.
 - D. Dari pembelajaran yang menekankan jawaban tunggal menuju pembelajaran dengan jawaban yang kebenarannya multi dimensi.
9. Berikut ini merupakan implikasi teori perkembangan kognitif Piaget, KECUALI...
- A. guru mengajar dengan menggunakan bahasa yang sesuai dengan cara berfikir anak
 - B. guru berusaha mengantarkan anak pada tingkat pemahamannya secara maksimal
 - C. materi yang harus dipelajari anak hendaknya dirasakan baru tetapi tidak asing
 - D. anak-anak hendaknya diberi peluang untuk saling berbicara dan diskusi dengan teman-temannya
10. Sekolah berkewajiban mengembangkan life skill siswa. Tujuannya adalah agar siswa ...
- A. mampu mengerjakan tugas-tugas sekolah
 - B. memiliki keunggulan akademik
 - C. mampu mandiri
 - D. memiliki keterampilan vokasional



Evaluasi

KUNCI JAWABAN EVALUASI PEDAGOGIK

- | | |
|------|-------|
| 1. C | 6. C |
| 2. D | 7. B |
| 3. B | 8. B |
| 4. D | 9. B |
| 5. B | 10. C |





Penutup

Setelah mempelajari keseluruhan isi dari modul ini, peserta diklat dapat merasakan manfaat peningkatan pemahaman tentang teori belajar dan prinsip-prinsip pembelajaran. Sehingga mampu mencapai perolehan nilai UKG yang maksimal dan pengetahuan ataupun ketrampilan yang didapat bisa dipergunakan dalam peningkatan kualitas pengajaran di kelas.



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Glosarium

Behaviorisme, aliran perilaku disebut juga perspektif belajar merupakan paham perubahan perilaku sebagai hasil dari pengalaman.

Classical Conditioning, adalah pengkondisian secara klasik dimana respon yang sama akan diperoleh dari stimulus yang sama.

Generic Structure, struktur umum yang biasanya ada di dalam teks

Gestal, adalah sebuah paham yang bermula berkembang di German bahwa opini seseorang tentang sesuatu sangat tergantung pada perspektif dominan orang tersebut.

IPK (Indikator Pencapaian Kompetensi), ciri-ciri yang menunjukkan bahwa sebuah kompetensi telah tercapai


Innate capacity, Kemampuan bawaan bahwa setiap manusia memiliki kemampuan bawaan untuk belajar bahasa

Konstruktisme, adalah teori belajar yang menyakini pengetahuan sebagai hasil bentukan bertahap.

Kompetensi, seperangkat pengetahuan, keterampilan, dan perilaku yang harus dimiliki, dihayati, dikuasai, dan diaktualisasikan

Kompetensi Pedagogik, seperangkat pengetahuan, keterampilan, dan perilaku yang harus dimiliki, dihayati, dikuasai, dan diaktualisasikan oleh guru dalam tugasnya sebagai pendidik di kelas atau tempat belajar

Kompetensi Profesional, seperangkat pengetahuan, keterampilan, dan perilaku yang harus dimiliki, dihayati, dikuasai, dan diaktualisasikan oleh guru dalam tugasnya sebagai pendidik di kelas atau tempat belajar terkait dengan keahlian dalam bidang tertentu yang didapat melalui pendidikan



Glosarium

Operant conditioning, adalah teori yang dikembangkan oleh B.F Skinner.

Teori ini mengungkapkan bahwa tingkah laku bukanlah sekedar respon terhadap stimulus, tetapi suatu tindakan yang disengaja atau operant.

PKB, Pengembangan Keprofesian Berkelanjutan, sebuah program yang ditujukan untuk peningkatan profesionalisme

Schemata, merupakan pengantar wawasan atau dalam bahasa Inggris disebut *pre-existing knowledge*, sering juga disebut “*prior knowledge*”

Stimulus, adalah perubahan lingkungan internal ataupun eksternal yang dapat diketahui.

MODUL PENGEMBANGAN KEPROFESIAN BERKELANJUTAN



Kelompok
Kompetensi

PROFESIONAL Modality in Context



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
2017

**MODUL
PENGEMBANGAN KEPROFESIAN BERKELANJUTAN**

**MATA PELAJARAN
BAHASA INGGRIS
SEKOLAH MENENGAH PERTAMA (SMP)
TERINTEGRASI PENGUATAN PENDIDIKAN KARAKTER
DAN PENGEMBANGAN SOAL**

KELOMPOK KOMPETENSI B

**PROFESIONAL:
MODALITY IN CONTEXT**

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Direktorat Pembinaan Guru Pendidikan Dasar
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Kementerian Pendidikan dan Kebudayaan

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Pendahuluan

A. Latar Belakang

Kegiatan Pengembangan Keprofesian Berkelanjutan menurut Peraturan Menteri Negara Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 16 Tahun 2009 tentang Jabatan Fungsional Guru dan Angka Kreditnya terdiri dari 3 (tiga) kegiatan yaitu: (1) Kegiatan Pengembangan Diri; (2) Karya Ilmiah; (3) Karya Inovatif. Kegiatan Pengembangan Diri meliputi kegiatan diklat dan kegiatan kolektif guru. Kegiatan pengembangan diri dibagi ke dalam 4 (empat) Tingkatan Diklat baik yang dilakukan melalui diklat oleh lembaga pelatihan tertentu maupun melalui kegiatan kolektif guru, yaitu (1) Diklat Tingkat Dasar, (2) Diklat Tingkat Lanjut, (3) Diklat Tingkat Menengah, dan (4) Diklat Tingkat Tinggi.

Modul ini adalah bahan ajar untuk Program Pengembangan Keprofesian Berkelanjutan Kelompok Kompetensi B yang dirancang untuk dapat dipelajari secara mandiri oleh peserta diklat berisi materi, metode, batasan-batasan, dan cara mengevaluasi yang disajikan secara sistematis dan menarik untuk mencapai tingkatan kompetensi yang diharapkan sesuai dengan tingkat kompleksitasnya. Bahan ajar pelatihan ini disusun menjadi dua bagian yaitu bahan ajar Kompetensi Profesional. dan Kompetensi *Pedagogis*. Bagian Pertama berupa Kompetensi Profesional membahas mata diklat **Penggunaan Berbagai Aspek Kebahasaan (linguistik, wacana, sosiolinguistik, dan strategis); dan *Modality* dalam Konteks.** Bagian kedua, Kompetensi Pedagogis, membahas **Teori Belajar dan Prinsip-Prinsip Pembelajaran.**

B. Tujuan

Setelah peserta diklat mempelajari modul ini, peserta dapat menunjukkan peningkatan penguasaan pengetahuan dan keterampilan yang terkait dengan kompetensi profesional secara mandiri dan berkelanjutan tentang penggunaan *Modality* dalam berbagai aspek kebahasaan dan konteks yang berterima dalam rangka Program Pengembangan Keprofesian Berkelanjutan.

C. Peta Kompetensi

Kompetensi yang dikembangkan dalam modul diklat ini digambarkan dalam Tabel berikut ini:

Tabel 1 Peta Kompetensi Profesional Pengembangan Keprofesian Berkelanjutan Melalui Peningkatan Kompetensi Bahasa Inggris SMA Kompetensi B

Kompetensi Inti	Kompetensi Guru Mapel	Indikator Pencapaian Kompetensi
Menguasai materi, struktur, konsep dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu	memahami penggunaan <i>modality</i> dalam aspek kebahasaan baik linguistik; wacana, sociolinguistik maupun strategis)	Menggunakan <i>modality</i> dalam berbagai kompetensi kebahasaan (linguistik, wacana, sociolinguistik, dan strategis).
		Menentukan <i>modality</i> yang tepat sesuai konteks

D. Ruang Lingkup

Modul Bahasa Inggris SMA Kelompok Kompetensi B untuk kompetensi profesional mencakup penggunaan *modality* dalam berbagai aspek kebahasaan (linguistik, wacana, sociolinguistik, dan strategis) & dalam berbagai konteks yang terbagi kedalam tiga kegiatan pembelajaran: *Core* dan *Semi Modality*; *Other Modal Expressions* seperti *commands*; *tags* dan *conditionals*; serta *Modality in texts*.

E. Saran Penggunaan Modul

Secara umum, cara penggunaan modul pada setiap Kegiatan Pembelajaran disesuaikan dengan skenario setiap penyajian mata diklat. Modul ini dapat digunakan dalam kegiatan pembelajaran guru, baik untuk moda tatap muka dengan model tatap muka penuh maupun model tatap muka In-On-In. Alur model pembelajaran secara umum dapat dilihat pada bagan dibawah.



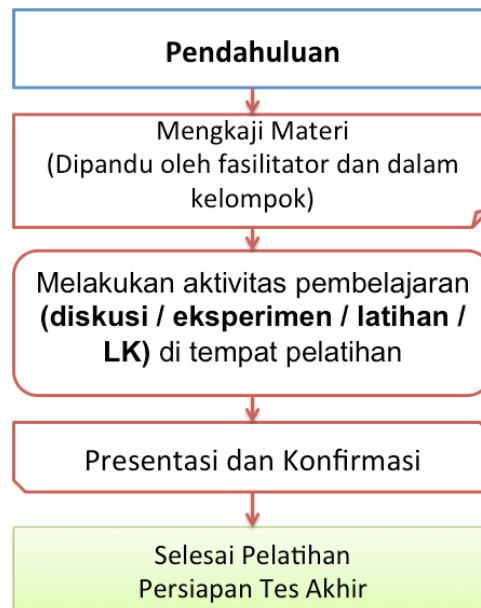
Gambar 1 . Alur Model Pembelajaran Tatap Muka

E.1. Deskripsi Kegiatan Diklat Tatap Muka Penuh

Kegiatan pembelajaran diklat tatap muka penuh adalah kegiatan fasilitasi peningkatan kompetensi guru melalui model tatap muka penuh yang dilaksanakan oleh unit pelaksana teknis di lingkungan ditjen. GTK maupun lembaga diklat lainnya. Kegiatan tatap muka penuh ini dilaksanakan secara terstruktur pada suatu waktu yang di pandu oleh fasilitator.

Tatap muka penuh dilaksanakan menggunakan alur pembelajaran yang dapat dilihat pada alur dibawah.

Pendahuluan



Gambar 2. Alur Pembelajaran Tatap Muka Penuh

Kegiatan pembelajaran tatap muka pada model tatap muka penuh dapat dijelaskan sebagai berikut,

a. Pendahuluan

Pada kegiatan pendahuluan fasilitator memberi kesempatan kepada peserta diklat untuk mempelajari:

- latar belakang yang memuat gambaran materi
- tujuan kegiatan pembelajaran setiap materi
- kompetensi atau indikator yang akan dicapai melalui modul.
- ruang lingkup materi kegiatan pembelajaran
- langkah-langkah penggunaan modul

b. Mengkaji Materi

Pada kegiatan mengkaji materi modul kelompok kompetensi B Profesional: **Modality in context**, fasilitator memberi kesempatan kepada guru sebagai peserta untuk mempelajari materi yang diuraikan secara singkat sesuai dengan indikator pencapaian hasil belajar. Guru sebagai peserta dapat mempelajari materi secara individual maupun berkelompok dan dapat mengkonfirmasi permasalahan kepada fasilitator.

c. Melakukan aktivitas pembelajaran

Pada kegiatan ini peserta melakukan kegiatan pembelajaran sesuai dengan rambu-rambu atau instruksi yang tertera pada modul dan dipandu oleh fasilitator. Kegiatan pembelajaran pada aktivitas pembelajaran ini akan menggunakan pendekatan yang akan secara langsung berinteraksi di kelas pelatihan bersama fasilitator dan peserta lainnya, baik itu dengan menggunakan diskusi tentang materi, melaksanakan praktik, dan latihan kasus.

Lembar kerja pada pembelajaran tatap muka penuh adalah bagaimana menerapkan pemahaman materi-materi yang berada pada kajian materi.

Pada aktivitas pembelajaran materi ini juga peserta secara aktif menggali informasi, mengumpulkan dan mengolah data sampai pada peserta dapat membuat kesimpulan kegiatan pembelajaran.

d. Presentasi dan Konfirmasi

Pada kegiatan ini peserta melakukan presentasi hasil kegiatan sedangkan fasilitator melakukan konfirmasi terhadap materi dan dibahas bersama. Pada bagian ini juga peserta dan penyaji *me-review* materi berdasarkan seluruh kegiatan pembelajaran

e. Persiapan Tes Akhir

Pada bagian ini fasilitator didampingi oleh panitia menginformasikan tes akhir yang akan dilakukan oleh seluruh peserta yang dinyatakan layak tes akhir.

E.2. Deskripsi Kegiatan Diklat Tatap Muka In-On-In

Kegiatan diklat tatap muka dengan model In-On-In adalah kegiatan fasilitasi peningkatan kompetensi guru yang menggunakan tiga kegiatan utama, yaitu *In Service Learning 1* (In-1), *on the job learning* (On), dan *In Service Learning 2* (In-2). Secara umum, kegiatan pembelajaran diklat tatap muka In-On-In tergambar pada alur berikut ini.



Gambar 3. Alur Pembelajaran Tatap Muka model In-On-In

Kegiatan pembelajaran tatap muka pada model In-On-In dapat dijelaskan sebagai berikut,

a. Pendahuluan

Pada kegiatan pendahuluan disampaikan bertepatan pada saat pelaksanaan *In service learning* 1 fasilitator memberi kesempatan kepada peserta diklat untuk mempelajari :

- latar belakang yang memuat gambaran materi
- tujuan kegiatan pembelajaran setiap materi
- kompetensi atau indikator yang akan dicapai melalui modul.
- ruang lingkup materi kegiatan pembelajaran
- langkah-langkah penggunaan modul

b. In Service Learning 1 (IN-1)**• Mengkaji Materi**

Pada kegiatan mengkaji materi modul kelompok kompetensi B Profesional: **Modality in context**, fasilitator memberi kesempatan kepada guru sebagai peserta untuk mempelajari materi yang diuraikan secara singkat sesuai dengan indikator pencapaian hasil belajar. Guru sebagai peserta dapat mempelajari materi secara individual maupun berkelompok dan dapat mengkonfirmasi permasalahan kepada fasilitator.


• Melakukan aktivitas pembelajaran

Pada kegiatan ini peserta melakukan kegiatan pembelajaran sesuai dengan rambu-rambu atau instruksi yang tertera pada modul dan dipandu oleh fasilitator. Kegiatan pembelajaran pada aktivitas pembelajaran ini akan menggunakan pendekatan/metode yang secara langsung berinteraksi di kelas pelatihan, baik itu dengan menggunakan metode berfikir reflektif, diskusi, *brainstorming*, simulasi, maupun studi kasus yang kesemuanya dapat melalui Lembar Kerja yang telah disusun sesuai dengan kegiatan pada IN1.

Pada aktivitas pembelajaran materi ini peserta secara aktif menggali informasi, mengumpulkan dan mempersiapkan rencana pembelajaran pada *on the job learning*.

c. On the Job Learning (ON)**• Mengkaji Materi**

Pada kegiatan mengkaji materi modul kelompok kompetensi B Profesional: **Modality in context**, guru sebagai peserta akan mempelajari materi yang telah diuraikan pada *in service learning 1 (IN1)*. Guru sebagai peserta dapat membuka dan mempelajari kembali materi sebagai bahan dalam mengerjakan tugas-tugas yang ditagihkan kepada peserta.



Pendahuluan

- **Melakukan aktivitas pembelajaran**

Pada kegiatan ini peserta melakukan kegiatan pembelajaran di sekolah maupun di kelompok kerja berbasis pada rencana yang telah disusun pada IN1 dan sesuai dengan rambu-rambu atau instruksi yang tertera pada modul. Kegiatan pembelajaran pada aktivitas pembelajaran ini akan menggunakan pendekatan/metode praktik, eksperimen, sosialisasi, implementasi, *peer discussion* yang secara langsung di dilakukan di sekolah maupun kelompok kerja melalui tagihan berupa Lembar Kerja yang telah disusun sesuai dengan kegiatan pada ON.

Pada aktivitas pembelajaran materi pada ON, peserta secara aktif menggali informasi, mengumpulkan dan mengolah data dengan melakukan pekerjaan dan menyelesaikan tagihan pada *on the job learning*.

- d. ***In Service Learning 2 (IN-2)***

Pada kegiatan ini peserta melakukan presentasi produk-produk tagihan ON yang akan di konfirmasi oleh fasilitator dan dibahas bersama pada bagian ini juga peserta dan penyaji me-review materi berdasarkan seluruh kegiatan pembelajaran

- e. **Persiapan Tes Akhir**

Pada bagian ini fasilitator didampingi oleh panitia menginformasikan tes akhir yang akan dilakukan oleh seluruh peserta yang dinyatakan layak tes akhir.


E.3. Lembar Kerja

Modul Pengembangan Keprofesian Berkelanjutan kelompok kompetensi B Profesional: **Modality in context**, terdiri atas beberapa kegiatan pembelajaran yang didalamnya terdapat aktivitas-aktivitas pembelajaran sebagai pendalaman dan penguatan pemahaman materi yang dipelajari.

Modul ini mempersiapkan lembar kerja yang nantinya akan dikerjakan oleh peserta, lembar kerja tersebut dapat terlihat pada table berikut.

Tabel 2. Daftar Lembar Kerja Modul

No	Kode LK	Nama LK	Keterangan
1.	LK 1.1	Acting out a dialogue	TM, IN1
2.	LK 1.2	Designing a class assignment using Modality	TM, ON
3.	LK 1.3	Exercise 1	TM, IN1
4.	LK 1.4	Exercise 2	TM, IN1
5.	LK 1.5	Exercise 3	TM, IN1
6.	LK 1.6	Exercise 4	TM, IN1
7.	LK 1.7	Exercise 5	TM, IN1
8.	LK 1.8	Exercise 6	TM, ON
9.	LK 1.9	Using Modality in Context	TM, ON
10.	LK 1.10	Penilaian Berbasis Kelas, Soal Core & Semi Modality	TM, IN1, ON
11.	LK 2.1	Group Discussion	TM, IN1
12.	LK 2.2	Designing a class assignment using Modality (tags; commands and conditionals)	TM, ON
13.	LK 2.3	Exercise 7	TM, IN1
14.	LK 2.4	Item Test Analysis	TM, ON
15.	LK 2.5	Penilaian Berbasis Kelas, Soal <i>Other Modality</i>	TM, ON
16.	LK 3.1	Analizing the meaning of modals in texts	(TM), ON
17.	LK 3.2	Group Work	TM, IN-2



Pendahuluan

No	Kode LK	Nama LK	Keterangan
18.	LK 3.3	Modality in text	TM, ON
19.	LK 3.4	Exercise 8	TM, IN-2
20.	LK 3.5	Penilaian Berbasis Kelas, Soal Modality in texts	(TM), ON
21.	LK 3.6	Presentation and Confirmation	TM, IN-2

Keterangan.

TM : Digunakan pada Tatap Muka Penuh

IN1 : Digunakan pada In service learning 1

ON : Digunakan pada on the job learning

IN2 : Digunakan pada In service learning 2

(IN1) : Optional

(TM) : Optional

Kegiatan Pembelajaran 1

Core Modals And Semi Modals

A. Tujuan

Setelah pelatihan, peserta mampu memahami penggunaan *modality* dalam aspek kebahasaan baik linguistik; wacana, sociolinguistik maupun strategis)

B. Indikator Pencapaian Kompetensi

1. Menggunakan *modality* (*Core Modals dan Semi Modals*) dalam berbagai kompetensi kebahasaan (linguistik, wacana, sociolinguistik, dan strategis).
2. Menentukan *modality* (*Core Modals dan Semi Modals*) yang tepat sesuai konteks

C. Uraian Materi:

Pelajarilah materi berikut ini secara seksama, jangan lupa memulai segala aktivitas yang Anda lakukan dengan berdoa.

1. INTRODUCTION:

Modal verbs (can, could, must, should, ought to, may, might, will, would, shall) are modal auxiliary verbs that express ability, necessity, obligation, duty, request, permission, advice, desire, probability, possibility, etc. Modal verbs express the speaker's attitude to the action indicated by the main verb.

- *She can drive.* (ability)
- *I must go.* (strong necessity)
- *You should call him.* (advice)
- *Could you help me with this report, please?* (request)
- *You may stay here.* (permission)
- *I would like to see her.* (desire)
- *He might leave soon.* (possibility)

2. TYPES OF MODALS

Modals include core modal verbs, semi-modal verbs (also called marginal modals) and other modal expressions. They combine main verbs and modify their meanings. A modal may have several different meanings, while similar meanings may be expressed by using different modals:

- *He **can't** be at home; I've just met him.* (deduction)
- *Unless you finish your homework, you **can't** go to the cinema.* (prohibition)
- ***Can** I help you?* (offer)
- ***May** I help you?* (offer)

a. CORE MODAL VERBS

The modal verbs (or modal auxiliary verbs) are: *can, could, may, might, will, shall, would, should* and *must*.

- Modal verbs always come first in a verb phrase and are followed by a bare infinitive. When used with a perfect infinitive, modal verbs usually refer to past time:
 - ✓ *I **could** hear the dog barking outside.* (modal + simple bare infinitive)
 - ✓ *You **must be** joking.* (modal + continuous bare infinitive)
 - ✓ *He **may have** caught the train.* (modal + perfect bare infinitive)
 - ✓ *You **must have been** waiting for hours.* (modal + perfect continuous bare infinitive)

Contracted forms of *will* and *would* are often used in spoken and in informal written language ('ll and 'd):

- ✓ ***I'd** tell you if I knew.*
- ✓ ***They'll** be here soon.*

- Modal verbs take no -s in the third person singular:
 - ✓ *He **might** be at the office.*
- Modal verbs form their negative and interrogative like other auxiliaries and not with *do*:
 - ✓ *I **can't** swim.*
 - ✓ ***Can** you swim?*


The following contracted negative forms are often used in spoken and in informal written language:

<i>cannot</i>		»	<i>can't</i>
<i>could</i>	<i>not</i>	»	<i>couldn't</i>
<i>might</i>	<i>not</i>	»	<i>mightn't</i>
<i>will</i>	<i>not</i>	»	<i>won't</i>
<i>shall</i>	<i>not</i>	»	<i>shan't</i>
<i>would</i>	<i>not</i>	»	<i>wouldn't</i>
<i>should</i>	<i>not</i>	»	<i>shouldn't</i>
<i>must not</i>	»		<i>mustn't</i>

- Modal verbs have no proper past tense; however, *could*, *would*, *might* and *should* may be used to refer to past time:
 - ✓ *I **could** swim when I was five.*
- Modal verbs have no infinitive, -ing or past participle forms and cannot be followed by other modal verbs. When necessary, modal idioms or other expressions are used instead of them:
 - ~~*If you want to be a sailor, you must can swim.*~~
*If you want to be a sailor, you must **be able to** swim.*
 - ~~*I have canned swim since the age of five.*~~
*I **have been able to** swim since the age of five.*

b. SEMI-MODAL VERBS

The semi-modal verbs (or marginal modals) are: *dare*, *need*, *used to* and *ought to*. They behave similarly to modal verbs but also share some characteristics with main verbs:



Kegiatan Pembelajaran 1

- ✓ *How **dare** she **criticise** us?*
(as a modal verb, the interrogative formed without *do*)
- ✓ *He **didn't dare to look** back.*
(as a main verb, followed by a *to*-infinitive and the negative formed with *do*)
- ✓ ***Need** you **make** so much noise?*
(as a modal verb, the interrogative formed without *do*)
- ✓ *You **needn't have been** so rude.*
(as a modal verb, the perfect infinitive used to refer to past time)
- ✓ ***Do** you **need to use** the hairdryer?*
(as a main verb, followed by a *to*-infinitive and the interrogative formed with *do*)
- ✓ *They **used to live** by the sea.*
(unlike a modal verb, followed by a *to*-infinitive)
- ✓ *You **ought to know** that by now.*
(unlike a modal verb, followed by a *to*-infinitive)

c. OTHER MODAL EXPRESSIONS

Besides modal verbs and semi-modal verbs, there are other expressions which can express modal meanings. Some of these are formed with *be*:

be able to
be allowed to
be about to
be bound to
be going to
be likely to
be obliged to
be supposed to
etc.

Other expressions that carry modal meanings are: *be to*, *had better*, *have (got) to*, *would rather*.

Sumber: (<http://www.grammaring.com/types-of-modals>)



3. MODAL VERBS MEANING

We often use modal verbs or other modal expressions when we want to express an opinion or attitude about a possible fact or to control a possible action. All modal expressions are about the speaker's or writer's view of the world.

Tabel 2 Meaning & Modality in a sentence

He is her brother, She told me.	I know this fact for certain. I am not expressing an opinion about it. I am stating it as a fact.
<i>He must be her brother. They look so much alike.</i>	I am expressing an opinion about a fact because of the evidence that I have.
<i>Jan always goes with us.</i>	I'm not expressing an attitude or opinion about this action.
<i>OK. Jan can go if she's finished.</i>	I'm controlling a possible action. I'm giving Jan permission.

We can divide most modal words and expressions into two types of meaning:

- The speaker or writer decides how certain something is, either in the present, future or past. They predict or speculate about a fact. We see this type of meaning when we talk about degrees of certainty, possibility, likelihood, doubt:
 - ✓ *Paula **can't** be home yet. It's **impossible**. She left 10 minutes after us*
[The speaker hears the phone ring and predicts who is ringing.]
 - ✓ *There's the phone. **That'll** be Mum.*
 - ✓ *I **may** go. I haven't decided yet.*

- The speaker or writer wants to control or 'direct' the action. They give and refuse permission. They talk about obligation and necessity. They talk about how they would like the world to be: [parent says to child]
 - ✓ *You **can** come if you're good.*
 - ✓ *He **should** take more care.*
 - ✓ *Tell Jen she **needn't** bother about the washing up.*
 - ✓ *You **mustn't** worry so much about her.*
 - ✓ *You **may** go now. (formal)*



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Often the same modal verb is used to express different meanings.

Tabel 3 Modality in the sentence

Meaning	Which Verb?	Example
really certain	<i>Will</i>	<i>My birthday will be on a Monday this year.</i>
	<i>won't</i>	<i>I won't have a party.</i>
	<i>shall</i>	<i>I shall have plenty to tell you when I see you.</i>
	<i>shan't</i>	<i>I shan't ask you to come again.</i>
	<i>must</i>	<i>The cakes must be ready soon. They've been in the oven for an hour.</i>
	<i>can't</i>	<i>You can't be hungry. You had a huge lunch.</i>
very likely	<i>should</i>	<i>The traffic isn't heavy. We should be there in an hour.</i>
	<i>ought to</i>	<i>The traffic isn't heavy. We ought to be there in an hour.</i>
possible	<i>may</i>	<i>She may be a friend of Richard's.</i>
	<i>might</i>	<i>She might be a friend of Richard's.</i>
	<i>could</i>	<i>She could be a friend of Richard's.</i>
strong obligation	<i>must</i>	<i>You must arrive at 6 to pick up the tickets.</i>
	<i>have to</i>	<i>I have to go up to the hospital twice a week.</i>
	<i>need to</i>	<i>We need to win this game to get into the final.</i>
weak obligation	<i>should</i>	<i>Children should look after their parents in old age.</i>
	<i>ought to</i>	<i>Children ought to look after their parents in old age.</i>
no obligation	<i>needn't</i>	<i>I needn't do it now. I'll do it later.</i>
	<i>don't need to</i>	<i>I don't need to do it now. I'll do it later.</i>
	<i>don't have to</i>	<i>I don't have to do it now. I'll do it later.</i>
permission	<i>can</i>	<i>Can we go out now? You can go now if you've finished.</i>
	<i>may</i>	<i>You may go now if you've finished. May I borrow a chair?</i>
	<i>could</i>	<i>Could we borrow the car?</i>

Meaning	Which Verb?	Example
	<i>might</i>	Might we have a little more time to finish the exam?
no permission	<i>can't</i>	You can't go in without a ticket.
	<i>may not</i>	You may not enter while the exam is in progress. (formal)
	<i>must not</i>	You must not leave your bike in front of the fire exit.
offer	<i>will</i>	I'll get it. You stay there.
	<i>shall</i>	Shall I go and make dinner?
request	<i>will</i>	Will you close that door?
	<i>would</i>	Would you close that door?
	<i>could</i>	Could you help me with this?
promise	<i>will</i>	I'll come back before 6.
decision	<i>will</i>	I think I'll eat later. I'm not hungry now.
advice and suggestion	<i>should</i>	You should apply for that job.
ability	<i>can</i>	Can you swim underwater?
	<i>could</i>	I could play much better ten years ago.
general truth	<i>can</i>	Too much exercise can be bad for you.
	<i>may</i>	A list of verbs may be found at the back of the book.

Sumber:

<http://dictionary.cambridge.org/grammar/british-grammar/modality-meanings-and-uses>

4. CORE MODAL VERBS IN CONTEXT

Core modal verbs have only one form. They have no *to*-infinitive form, *-ing* form, past form or *-ed* form. We have to reword what we want to say by using other expressions:

✓ *I'd love to be able to see the Taj Mahal one day.*

Not: ~~I'd love to can see the Taj Mahal one day.~~

✓ *They had to sell their house.*

Not: ~~They musted sell their house.~~

a. AFFIRMATIVE (+) FORMS

Modal verbs are placed first in the verb phrase (after the subject) and are followed by a verb in the base form. The next verb may be a main verb or an auxiliary verb (*be, have*):

Modal verbs do not change form for tense or person. Modal verbs can be followed by the substitute verb *do*:

A: *We thought he **might** sell the house*

B: *Yes, he **could do**.*

Modal verbs cannot be used with another modal verb:

✓ *Windsurfing **can** be difficult.*

Not: ~~Windsurfing can might be difficult.~~ or ~~Windsurfing might can be difficult.~~

Modal verbs always go before other verbs in a verb phrase:

[in a restaurant after a meal]

✓ *I think the bill **could** be expensive.*

Not: ~~I think the bill could expensive.~~

✓ *You **can** go swimming, go for a long walk or visit the exhibition.*

Not: ~~You can swimming, go for a long walk or visit the exhibition.~~

Modal verbs can only be used alone when the main verb is clearly understood:

A: *She **could** take the bus.*

B: *Yeah, that's true. She **could**.* (She could take the bus.)

A: *He may be wrong, you know.*

B: *Yes, he **may**.* (Yes, he may be wrong.)

b. NEGATIVE (-) FORMS

Warning:

Negatives are formed by adding 'not' after the modal verbs. We don't use *don't/doesn't/didn't* with modal verbs:

✓ *We **can't** hear very well at the back.*

Not: ~~We don't can hear very well ...~~



c. QUESTION (?) FORMS

Warning:

The subject and the modal verb change position to form questions. We don't use *do/does/did*:

✓ **Could** you help me?

Not: ~~Do you could help me?~~

✓ **Will** it be a problem?

Not: ~~Does it will be a problem?~~

✓ **Why can't** you come too?

Not: ~~Why don't you can come too?~~

We use modal verbs in question tags:

✓ You **can't** live like that, **can** you?

✓ It **could** be any of those things, **couldn't** it?

1) CAN

CAN: FORMS

AFFIRMATIVE (+) FORM

Can comes first in the verb phrase (after the subject and before another verb):

✓ We [verb phrase] **can** take the train to Birmingham.

Can is never used with another modal verb:

✓ He **can** hear the music from his room sometimes.

Not: ~~He can might hear the music ... or He might can might hear the music ...~~


NEGATIVE (-) FORM

The negative form of *can* is *can't*. We don't use *don't/doesn't/didn't* with *can*:

✓ I **can't** believe you said that!

Not: ~~I don't can believe you said that!~~





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We can use the full form *cannot* (one word) in formal contexts or when we want to emphasise something:

- ✓ *I **cannot** understand why she behaves like that.*

QUESTION (?) FORM

Warning:

The subject and can change position to form questions. We don't use do/does/did:

- ✓ ***Can this** really be true?*
- Not: ~~Does this can really be true?~~
- ✓ ***Can't you** ask for another day off work?*

We use can and can't in question tags:

- ✓ *You **can't** take photos inside the museum, **can you**?*
- ✓ *Abby **can** speak Japanese, **can't she**?*

CAN: USES

INFORMAL PERMISSION:

(affirmative and negative statements and affirmative questions)

We often use *can* to ask for or give permission:

- ✓ ***Can I** take Daisy for a walk?*
- ✓ *Students **can** use calculators during the exam.*

We use *can't* to forbid (say what you must not do):

- ✓ *You **can't** park there.*

*You **can't** just take the day off work. You have to have permission in advance.*

In a conversation:

- A: *Can I use your phone, please?*
- B: *Yes, you can.*

ABILITY:

(affirmative and negative statements and questions)

We often use *can* to talk about ability to do something in the present or future:

- ✓ *I **can** sing one song in Polish.*
- ✓ ***Can** you sleep on your back?*
- ✓ *We **can** go swimming after school tomorrow, if you like.*

We often use *can* with verbs of perception such as *hear, see, smell, taste,* and mental process verbs such as *guess, imagine, picture, understand* and *follow* (in the sense of 'understand'):

- ✓ *I **can** hear you.*
- ✓ *I **can** see her coming down the road now.*
- ✓ ***Can** you smell something burning?*
- ✓ *I **can** guess why you're angry.*

*We **can't** follow these instructions for installing this new DVD player.*

(We can't understand these instructions.)

GENERAL TRUTHS

We use *can* to talk about things which we think are usually, but not always, true:

- ✓ *Reducing cholesterol through diet **can** be difficult.*
(It's not always difficult for everyone, but in general it is difficult.)
- ✓ *Fireworks **can** frighten pets.*
- ✓ *Swans **can** be very vicious.*

We don't normally use *could* to talk about what we believe to be true in the present.

Compare:

Tabel 4 Using Can & Could

<i>Exercise can help reduce stress.</i>	I believe this is a general truth or fact.
<i>Exercise could help reduce stress.</i>	I see this only as a possibility.
<i>Finding a hotel in August can be difficult.</i>	I believe this is a general truth or fact based on my experience or knowledge.
<i>Finding a hotel in August could be difficult.</i>	I see this only as a possibility.

POSSIBILITY:

(affirmative statements and questions)

We use *can* to express possibility or to question possibilities:

✓ *We **can** go to Rome in June because both of us have a week off work.*

(It is possible for us to go to Rome because we don't have to work in June.)

✓ *Well, how **can** you be on a diet if you buy so much chocolate?*

(I don't think it's possible that you are on a diet because you still buy lots of chocolate.)

GUESSING AND PREDICTING: CAN'T AS THE NEGATIVE OF MUST

When we want to guess or predict something, we use *can't* as the negative form of *must*. We use *can't have + -ed* form as the negative form of *must have + -ed*. *Can't* and *can't have + -ed* form express strong possibility:

A: *Who owns this blue coat? It **must** be yours.*

B: *It **can't** be mine. It's too big.*

(A uses *must* to guess that the coat belongs to B. He sees this as a strong possibility. B uses *can't* to express strong negative possibility. The coat is too big, so it isn't his.)

A: *Roy **must** have made a lot of money.*

B: He **can't** have done. He doesn't even own a house.

(A makes a deduction that Roy has made a lot of money. B sees this as very unlikely and so expresses it as a negative possibility.)

REQUESTS

We use *can* as a question form to make requests:

- ❖ *Those cakes look so good. **Can** I try one?*
- ❖ ***Can** I have your surname?*
- ❖ ***Can** you help me with this form?*

REPROACHES

We use *can't* as a question form to ask people to stop doing something we don't want them to do, or to do something they are not doing which we want them to do:

- ***Can't** you stop making that awful noise?*
- *Why **can't** you just be nice to her instead of upsetting her?*

OFFERS

We use *can* as a question form to make offers:

- ***Can** I help you lift that?*
- ***Can** we do anything for you?*

CAN: PAST

The past of "*can*" is "*could*".

- ✓ *In those days, you **could** buy everything in the local shop. Now we have to go to the big supermarket for everything.*
- ✓ *We asked the security guards if we **could** go backstage to meet the band.*

When we question the possibility of something in the past, we use *can't have +-ed* form:

- ✓ *You **can't have arrived** here earlier than me.*

CAN: TYPICAL ERRORS

- We write *cannot* as one word:
*The children **cannot** be left unsupervised at any time.*
Not: ~~The children can not be left unsupervised ...~~
- We use *could*, not *can*, to talk about ability in the past.
*They **could** see a light on in the house as they drove past at 10 pm.*
Not: ~~They can see a light on in the house ...~~

2) COULD

COULD: FORM

AFFIRMATIVE (+) FORM

Could comes first in the verb phrase (after the subject and before another verb):

- ✓ *We **could** have lunch early.*

Could cannot be used with another modal verb:

- ✓ *We **could** drive to France*

Not: ~~We could might drive to France.~~ or ~~We might could drive to France.~~

NEGATIVE (-) FORM

The negative form of *could* is *couldn't*. We don't use *don't/doesn't/didn't* with *could*:

- ✓ *He **couldn't** lift that. It's too heavy.*

Not: ~~He didn't could lift that ...~~

We can use the full form *could not* in formal contexts or when we want to emphasise something:

- ✓ *Fabio was frightened. He **could not** move his arm. It was stuck.*

QUESTION (?) FORM

The subject and *could* change position to form questions. We don't use *do/does/did*:

- **Could** *I pay by credit card?*

Not: ~~Do I could pay by credit card?~~

- We use *could* and *couldn't* in question tags:
- *I could come back tomorrow, **couldn't** I?*



COULD: USES

POSSIBILITY:

(affirmative statements and questions)

We often use *could* to express possibility in the present and the future.

Compare:

Tabel 5 Certainty & Modality

<p><i>It's blue.</i></p> <p>I am certain that it is blue. It's a fact.</p>	<p>It could be blue. (present)</p> <p>I'm not certain that it is blue.</p>
<p><i>The storm will get worse.</i></p> <p>I'm certain that the storm will get worse.</p>	<p>The storm could get worse. (future)</p> <p>I'm not certain that the storm will get worse.</p>

In a conversation:

A: Do you happen to know where Ann is?

B: I'm not sure, but he could be at the library now.

(He could have been at the library yesterday)

SUGGESTIONS

Could

We often use phrases with *could* to make suggestions. Some are neutral, some are strong. The negative form, *couldn't*, is stronger than the affirmative form:

Strong

A: *I only have three chairs. There will be four of us for dinner.*

B: **Couldn't** you use the one in your bedroom?

A: *I need to finish this essay by tonight.*

B: **Couldn't** you get up early in the morning to finish it?


Neutral

A: *I have nothing to wear to the party.*

B: **You could** wear your red dress and your black shoes.

A: *We'll need to have at least £300 for the concert tickets, the*





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accommodation and the train.

B: **We could** cut lawns and wash cars and that kind of thing. Or **we could** borrow the money from our parents and pay them back.

We often use *could* to make suggestions:

A: *Will's party is fancy-dress.*

B: *It's Halloween.*

C: *Oh right. I **could** go as Julius Caesar.*

B: *Again? How many times have you done that?*

A: *I've got to be in the meeting at 10 and the train doesn't get in until 10.15.*

B: **Could** you get an earlier train?

CAN'T YOU ...?

We can use *can't you* to make a strong suggestion. It can sound very direct when it is addressed to someone who is present:

[mother to child]

❖ **Can't you** finish your homework before going?

[a woman is talking about her husband who wants a new television]

A: *I think our television is fine. I don't want it to be replaced really.*

B: *Mm.*

A: *And he'll want one of those wide screens.*

B: *Oh dear. **Can't he** manage with the one you have?*

PERMISSION

We use *could* to ask for permission. *Could* is more formal and polite than *can*, use this pattern to make your permission more formal and polite.

▪ **Could** I ask you a personal question?

WARNING:

We don't use *could* to give or refuse permission. We use *can*:

A: **Could** I leave early today?

B: Yes, you can./No, you can't.

Not: Yes, you could./No, you couldn't.

COULD: PAST

We don't usually use *could* to talk about single events that happened in the past.

PAST ACHIEVEMENT

When actual past achievements are mentioned, we usually use *was/were able to* or *managed to* but not *could* in affirmative clauses. This is because they are facts, rather than possibilities:

- ***I was able to/managed to buy a wonderful bag to match my shoes.***
Not: ~~*I could buy a wonderful bag to match my shoes.*~~
- ***We hired a car and we were able to/managed to drive 1,000 miles in one week.***
Not: ~~*We hired a car and we could drive 1,000 miles in one week.*~~

ABILITY

We use ***could*** to talk about past ability:

- ***When I was young, I could easily touch my toes.***
- ***Could he drive when he was 15?***

POSSIBILITY


We use *could have* + *-ed* form to talk about possibility in the past:

- ***I could have been a lawyer.***
- ***They could have taken a taxi home instead of walking and getting wet.***
- ***Janette couldn't have done any better.***

GUESSING AND PREDICTING: COULDN'T AS THE NEGATIVE OF MUST

When we want to guess or predict something, we use *couldn't* as the negative form of *must*. We use *couldn't have* + *-ed* form as the negative form of *must have* + *-ed*. *Couldn't* and *couldn't have* + *-ed* form express strong possibility:

- ***She must have made a mistake. It couldn't be true.***
- ***A firework couldn't have done all that damage.***



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COULD + SMELL, TASTE, THINK, BELIEVE, ETC.

We use *could* to refer to single events that happened in the past, with verbs of the senses (*smell, taste, see, hear, touch, etc.*) and mental processes (*think, believe, remember, understand etc.*):

- ✓ *The food was terrible. I **could taste** nothing but salt.*
- ✓ *We knew they were in there. We **could hear** voices inside.*
- ✓ *He came and spoke to me, but I **couldn't remember** his name.*

REPORTING CAN

We use *could* when reporting clauses with *can* as past events:

- *They told us we **could** wait in the hallway.* (The original words were probably: 'You can wait in the hallway.')
- *She said we **could** book the tickets online.* (The speaker remembers hearing 'You can book the tickets online.')

CRITICISM

We often use *could have* + *-ed* form to express disapproval or criticism:

- *You **could have** called to say you would be late.* (You didn't call – I think you should have called.)
- *You **could have** tidied your room.*

REGRET

We use *could have* + *-ed* form to talk about things that did not happen and sometimes to express regret:

- *He **could have been** a doctor.*
- *I **could have been** famous.*

We often use the expression *how could you/she/he/they?* to show disapproval (to show that we don't like what someone has done):

- ✓ *Grandfather, **how could you? How could you** leave me?*
- ✓ ***How could you** have gone without telling me?*

In the conversation:

A: *We had to give away our dog when we moved to England.*

B: *Oh, **how could you?***

3) **WILL**

WILL: FORM

AFFIRMATIVE FORM

Will comes first in the verb phrase in a statement (after the subject and before another verb). It is often contracted to *'ll* in informal situations:

- *The next Olympic Games **will** be in London.*
- *I'**ll** give you a call at about 6 o'clock.*
- **Will** cannot be used with another modal verb:
- *You **will** be obliged to sign a contract before starting employment.*

Not: ~~You will must sign a contract ..~~ or ~~You must will sign a contract ..~~

Will can be followed by *have to* or *be able to*:

- ❖ *You'**ll** **have to** let me know when it arrives.*
- ❖ *She **will be able to** live nearer her parents if she gets the job.*

NEGATIVE FORM

The negative form of *will* is *won't*. We don't use *don't*, *doesn't*, *didn't* with *will*:

- *They **won't** tell us very much until January.*

Not: ~~They don't will tell us very much until January.~~

We use the full form *will not* in formal contexts or when we want to emphasize something:

- *I'll carry her but I **will not** push a pram.*

QUESTION FORM

The subject and *will* change position to form questions. We don't use *do*, *does*, *did*:

- ***Will** you be home earlier tomorrow?*
- ***Will** I be able to take this brochure home with me?*
- ***Will** the number be in the phone book?*

Not: ~~Does the number will be in the phone book?~~

We can use *will* and *won't* in question tags:

- ✓ *You **won't** forget to take the cake out of the oven, **will** you?*
- ✓ *It'll take quite a long time to get there, **won't** it?*

WILL OR 'LL?

We commonly use *'ll* as the short form of *will* and *shall*. In speaking, *will* and *shall* are usually contracted to *'ll*, especially after subject pronouns (*I, we, you, they, he, she, it*):

➤ *We'll meet you outside the coffee shop.*

(more common in speaking than *We will meet you ...*)

However, in some contexts *'ll* is normally the only choice. In such cases, *'ll* is best not seen as a contraction of either *will* or *shall*, but as an independent form.

As an independent form, *'ll* is often used to indicate a personal decision:

➤ *There's the cinema. We'll get out here and you can park the car over there.*

Not: ~~We shall/will get out ...~~

In a conversation:

A: *Anyone want a drink?*

B: *I'll have a tomato juice, please.*

'll is also used for indicating decisions or arrangements where *will* or *shall* would sound too direct and too formal:

- *OK. My diary says I'm free on Wednesday. So we'll meet next Wednesday.*
- *We'll get the train to Paris and then the Metro to the hotel. Naoe and Dave and the boys'll join us as soon as they've finished their meetings.*

WARNING:

A noun phrase + *'ll* is not normally acceptable in writing:

✓ *Jan's father will fetch you from the station.*

Not: ~~Jan's father'll fetch you ...~~

'll is not used in a tag or a short answer:

[talking about the offer of a cheap hotel room]

A: *But you'll have to be quick. Everyone will be after it, won't they?*

B: *Yeah, they will.*

Not: ~~Yeah, they'll.~~

WILL: USES**CERTAINTY IN THE FUTURE**

One of the main uses of *will* is to refer to things in the future that we think are certain:

*The rooms **will** be redecorated but all the facilities **will** be the same.*

A: He's still there at the moment.

*B: He'**ll** be there until the new guy starts.*

[talking to a child]

***Will** you be 5 in September?*

MAKING PREDICTIONS

Will is used to make predictions about the future:

A: Have you decided what you are going to do with the car?

*B: No. Father thinks it'**ll** cost a lot of money to fix.*

Other examples:

❖ *I think they'**ll** be off in January again.*

(they'll be away, possibly on holiday)

Some predictions are about facts – things that we know always happen:

❖ *It's all wool. It'**ll** shrink if you wash it in hot water.*

Some predictions are about the present:

❖ *That'**ll** be Katie shouting.*

(The speaker is certain. He or she makes a deduction because of what they know about the situation.)

CONDITIONAL SENTENCES

We often use *will* (or the contracted form *'ll*) in the main clause of a conditional sentence when we talk about possible situations in the future:

✓ *If she gets the job, she **will** have to move to Germany.*

✓ *I'**ll** take a day off if the weather's fine next week.*

INTENTIONS AND DECISIONS

We use *will* for immediate intentions and decisions. We usually use *'ll*, not *will*, after *I think*:

- *When I go and see Marie, I think I'**ll** take her some flowers.*



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- What **will** you do with that soup? **Will** you just put it in the fridge or will you freeze it?
- I think **I'll** have some orange juice, actually.

We use *will* and *be going to* for decisions, intentions and plans. We use *will* when the decision is immediate and *be going to* when we have already made a plan:

A: *It's too expensive to fly on the Friday. Look it's nearly £200. It's only £25 to fly on Thursday.*

B: *We'll fly on Thursday then.*

A: *Great. That'll save us lots of money.*

We're going to drive to Birmingham on Friday, and Saturday morning we're going to drive to Edinburgh.

WILLINGNESS AND OFFERS

Will is often used to express someone's willingness to do something or to make offers. It is often used with *I* in this context:

I'll show you where to go.

I will be home after seven.

I think they will help us.

In a conversation:

A: *It's just a leaflet that I've got.*

B: *Just the leaflet. Right, I'll go and get you a brochure too.*

I'll give you a lift to the hotel.

PROMISES

We use *will* to make promises:

I'll be there for you. Don't worry.

We'll always love you.

REQUESTS AND INVITATIONS

We often make requests or invitations with *will*:

Will you pass me the salt?

This tastes good. Will you give me the recipe?

Will you come for dinner on Saturday?

COMMANDS

We sometimes give commands or orders using *will*:

- ✓ *Will you be quiet, please!*
- ✓ *Will you stop picking your nails!*

It is also used to insist that someone does something:

But you will have to do it. You'll have no choice.

[parent to child]

- ✓ *You will wear it whether you like it or not.*

GENERAL TRUTHS

Will is used to describe something the speaker thinks is generally true:

[talking about making complaints at hospitals]

A: *Do you think they should try and make it easier for people to complain?*

B: *No, cos some people will always complain. (cos = because in informal speech)*

HABITUAL EVENTS

We use *will* to refer to events that happen often:

[talking about a younger sister, Celia, who doesn't eat properly; *she* refers to Celia]

Celia will start to get upset if she has to eat cabbage or meat like chicken breast. My mum will say, 'Just try it'. And she'll start shaking her head and going, 'No. I don't want to'. Mum will put it near her mouth and she'll start to cough.

DISAPPROVAL

Will is also used to talk about repeated behaviour which the speaker does not like or approve of. *Will* is normally stressed here:

- ✓ *He will leave his clothes all over the floor. It drives me mad.*
(stronger than *He leaves his clothes all over the floor.*)

INANIMATE OBJECTS (THINGS)

Will may be used to refer to inanimate objects and how they respond to humans, most typically in the negative form *won't*:



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- ✓ *The car **won't** start.*
- ✓ *The door **won't** open. It's stuck.*

WILL AND SHALL **FUTURE: WILL AND SHALL**

WILL AND SHALL: FORM

Will and *shall* are modal verbs. They are used with the base form of the main verb (*They will go; I shall ask her*). *Shall* is only used for future time reference with *I* and *we*, and is more formal than *will*.

See this following table on the next page!

Tabel 6 Will & Shall

+	<i>I, we she, he, it, you, they</i>	(full form) will or shall will	
	<i>I, she, he, it, you, we, they</i>	(short form) 'll	
-	<i>I, we she, he, it, you, they</i>	(full form) will not or work shall not will not	
	<i>I, we she, he, it, you, they</i>	(short form) won't or shan't won't	
? + Will or Shall Will	<i>I, we she, he, it, you, they</i>	work?	
? - Won't or Shan't Won't	<i>I, we she, he, it, you, they</i>		



'll: Short Forms Of Shall And Will

Spoken English:

In speaking, *shall* and *will* are usually contracted to *'ll*, especially after subject pronouns (*I, we, you, they, she, he, it*):

- ✓ *We'll meet you outside the coffee shop.*

(more common in speaking than *We will meet you outside the coffee shop*)

WILL AND SHALL: USES**PREDICTIONS**

We use *will* and *shall* to make predictions and to state facts about the future:

- *There will be strong winds tomorrow in the south of the country.*
- *The year 2025 will be the four-hundredth anniversary of the founding of the university.*
- *We shall need an extra bedroom when the new baby arrives.*

DECISIONS AND OFFERS

Will and *shall* (usually in the short form *'ll*) are used to announce decisions and to make offers:

[a salesperson in a clothes shop is talking to a customer]

A: *Which size do you want? Medium or large?*

B: *I'll have large.* (decision)

- *Wait. I'll open the door for you.* (offer)

Not: ~~*Wait. I open the door for you.*~~

- *I shall contact you again when I have further information.*

SHALL WITH I AND WE

We can use *shall* instead of *will* with *I* and *we* in statements. Its use is more formal:

- ✓ *We shall never forget the holiday we had in Vietnam.*

When we use *shall I* and *shall we* in questions it is usually to make suggestions rather than to refer to future time:

- ✓ *It's getting late. Shall we go home?*
- ✓ *Shall I invite Louisa and Jill to the party?*

4) **WOULD**

WOULD: FORM

AFFIRMATIVE FORM

“*would*” comes first in the verb phrase (after the subject and before another verb):

- ❖ *Dad **would sing** to us every evening.*

Would cannot be used with another modal verb:

- ❖ *When Tracy opened the door, she thought she **would** find an empty room.*

Not: ... ~~she thought she would might find an empty room.~~ or ... ~~she thought she might would find an empty room.~~

NEGATIVE FORM

The negative form of *would* is *wouldn't*. We don't use *don't*, *doesn't*, *didn't* with *would*:

- ❖ *There **wouldn't** be any food in the house.*

Not: ~~There didn't would be any food in the house.~~

We use the full form *would not* in formal contexts or when we want to emphasise something:

- ❖ *Your father **would not** approve.*

QUESTION FORM

The subject and *would* change position to form questions. We don't use *do*, *does*, *did*:

- ❖ ***Would** that be a good idea?*

Not: ~~Does this would that be a good idea?~~

- ❖ ***Wouldn't** that be a good idea?*

We can use *would* and *wouldn't* in question tags:

- ❖ *She ~~wouldn't~~ be any help, **would** she?*

- ❖ *They ~~would~~ enjoy that, **wouldn't** they?*

WOULD: USES**REQUESTS**

We often use *would* to make requests. It is a more polite and indirect form of *will*.

Compare:

Tabel 7 Will & Would

Will you make dinner?	direct
Would you make dinner?	less direct

CONDITIONAL SENTENCES

We often use *would* (or the contracted form 'd) in the main clause of a conditional sentence when we talk about imagined situations:

- ✓ *If we had left earlier, we **would** have been able to stop off for a coffee on the way.*
- ✓ *If we went to Chile, we'd have to go to Argentina as well. I'd love to see both.*

TALKING ABOUT THE FUTURE IN THE PAST

We use *would* to talk about the future in the past. The speaker looks forward in time from a point in the past (underlined below):

- ✓ *When I was young I thought that in years to come I **would** be really tall.*
- ✓ *When I broke my leg, I thought I **would** never dance again.*

REPORTED CLAUSES

statement with will	reported
<i>'I'll pay for the food,' said Tom.</i>	<i>Tom said that he would pay for the food.</i>
<i>Weather forecast: There will be clear skies in the morning but it will be cloudy for the afternoon.</i>	<i>The weather forecast said that there would be clear skies in the morning but that it would be cloudy for the afternoon.</i>

We use *would* as the past form of *will* in reported clauses.

Tabel 8 Will & Reported Speech

HABITUAL ACTIONS IN THE PAST

We use *would* to refer to typical habitual actions and events in the past. This is usually a formal use and it often occurs in stories (narratives):

- *I had a friend from Albany, which is about 36 miles away, and we **would** meet every Thursday morning and she **would** help us.*
- *Then he **would** wash; then he **would** eat his toast; then he **would** read his paper by the bright burning fire of electric coals.*

WARNING:

We can't use *would* in this way to talk about states. In these cases, we say *used to* instead of *would*:

- ❖ *I **used to** live in Melbourne when I was a kid.*

Not: ~~*I would live in Melbourne when I was a kid.*~~

WILLINGNESS IN THE PAST

We use *would* to talk about willingness in past time situations. We usually use the negative form *wouldn't* in this case:

- *The CD wasn't working so I brought it back to the shop but they **wouldn't** give me my money back because they said the box had already been opened.*

BEING LESS DIRECT

We often use *would* with verbs such as *advise, imagine, recommend, say, suggest, think* to make what we say less direct.

Tabel 9 Verbs After Would

<i>advise</i>	<i>I'd advise you to keep working on your grammar.</i>
<i>imagine</i>	<i>I'd imagine it can't be easy for you.</i>
<i>recommend</i>	<i>I'd recommend that you try this size. (formal)</i>
<i>say</i>	<i>I'd say you are about 40.</i>

<i>suggest</i>	<i>We'd suggest that you take this route. It's more scenic.</i> (formal)
<i>think</i>	<i>It's much further than Dublin, I would think.</i>

WOULD OR WILL?

We can use *would* as a more formal or polite alternative to *will* in requests.

We often use the phrase *would you mind + -ing* in polite requests.

Compare:

Tabel 10 Interogative Using Will & Would

<i>Will you give me a wake-up call at 7 am, please?</i>	<i>Would you mind giving me a wake-up call at 7 am, please?</i>
<i>Will you excuse me just one second?</i>	<i>Would you excuse me just one second?</i>
Using <i>would</i> makes the request more formal and polite.	

Will and *would* can both refer to willingness. We use *will* for present and future time and *would*, usually in the negative, for past time:

- ✓ *John **will** carry your suitcase. It's far too heavy for you.* (present)
- ✓ *The taxi driver **wouldn't** take more than four in the car.* (past)

WARNING:

There are a number of phrases with *would* where *will* cannot be used:

- ✓ ***Would you like** your steak well cooked?*
Not: ~~*Will you like your steak well cooked?*~~
- ✓ ***Would you mind** introducing me to him?*
Not: ~~*Will you mind introducing me to him?*~~
- ✓ ***Would you rather** pay by credit card?*
Not: ~~*Will you rather pay by credit card?*~~

5) SHALL

SHALL: FORMS

AFFIRMATIVE FORM

Shall comes first in the verb phrase (after the subject and before another verb). We use it mostly with *I* and *we*:

- *I shall **post** it to you tomorrow.*

Shall cannot be used with another modal verb:

- ✓ *I **shall** have to be at the airport by 5 pm.*

Not: ~~*I shall must be ...*~~ or ~~*I must shall be ...*~~

Shall can be followed by *have to*, *need to* and *be able to*:

- ✓ *We **shall have to** tell him what happened.*
- ✓ *The good news is I **shall be able to** join you at your meeting next week.*

NEGATIVE FORM

The negative form of *shall* is *shan't*. We don't use *don't*, *doesn't*, *didn't* with *shall*:

- ❖ *I **shan't** be home tomorrow night.*
- ❖ *We **shan't** know the result of the tests till Tuesday.*

We can use the full form *shall not* in formal contexts or when we want to emphasis something:

[a public notice in a restaurant]

- *The management **shall not** be responsible for damage to personal property.*

(We don't often use the negative form)

QUESTION FORM

The subject and *shall* change position to form questions.

Warning:

We don't use *do*, *does*, *did*. The question form, with *I* and *we*, is the most common use of *shall*:

- ***Shall** I come round to the office?*

Not: ~~Do I shall come round to the office?~~

- We use *shall* in question tags:
- *I'll phone you later, **shall I?***

SHALL: USES

OFFERS, SUGGESTIONS AND ADVICE

We use *shall I* and *shall we* to make offers and suggestions, and to ask for advice.

Tabel 11 The Meaning of Shall

offer	<i>Shall I carry your bag?</i>
suggestion	<i>Shall I call again on Thursday?</i>
seeking advice	<i>What shall we do with this?</i>

PREDICTIONS AND INTENTIONS

We use *shall* instead of *will* with *I* and *we* in rather formal contexts to make predictions and to talk about intentions or decisions. It is much less common than *will*.

Compare:

Tabel 12 Shall & Will


formal	less formal
<i>We shall remember this day forever.</i>	<i>We will remember this day forever.</i>

WARNING:

We use *shall* only with the first person pronouns *I* and *we* to make predictions or express intentions:

- ✓ *The new business cards **will** be ready at the end of the month.*

Not: ~~The new business cards shall be ready at the end of the month.~~



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COMMANDS

Warning:

In very formal contexts, we use *shall* to give commands:

[public notice]

- ✓ *This door **shall** be kept closed at all times.*

SHALL: TYPICAL ERROR

- We use *should*, not *shall*, for advice and suggestions:

- ✓ *In my opinion, we **should** book another hotel.*

Not: ~~In my opinion, we shall book another hotel.~~

6) SHOULD

SHOULD: FORMS

AFFIRMATIVE FORM

“*should*” comes first in the verb phrase (after the subject and before another verb):

- ✓ *I **should** go home now.*

Should cannot be used with another modal verb:

- ✓ *It **should** probably be sunny at that time of year.*

Not: ~~It should may be sunny ... or It may should be sunny ...~~

NEGATIVE FORM

The negative form of *should* is *shouldn't*. We don't use *don't*, *doesn't*, *didn't* with *should*:

- ✓ *There **shouldn't** be many people at the beach today.*

We use the full form *should not* in formal contexts or when we want to emphasize something:

- ✓ *We **should not** forget those who have given their lives in the defence of freedom.*

QUESTION FORM

The subject and *should* change position to form questions.

WARNING:

We don't use *do*, *does*, *did*:

- ✓ **Should** I turn on the air conditioning?
Not: ~~Do I should I turn on the air conditioning?~~
- ✓ **Shouldn't** you be studying now?

We use *should* and *shouldn't* in question tags:

- ✓ I **shouldn't** have told her that, **should I?**
- ✓ They **should** be getting back on Sunday, **shouldn't they?**

SHOULD: USES**WHAT IS IDEAL OR DESIRED**

We use *should* most commonly to talk about what is the ideal or best thing to do in a situation:

- There **should** be more public hospitals.
- They **should** reduce the price of petrol. It's so expensive.
- There **should** be four more candles on the cake.

We use *should have* + *-ed* form to talk about things that were ideal in the past but which didn't happen. It can express regret:

- ✓ Everyone knows that this is a busy restaurant. They **should have made** a reservation.
- ✓ I **should have studied** harder when I was young. I wish I had gone to college.

ADVICE AND SUGGESTIONS

We often use *should* to give advice and make suggestions:

- You **should** tell him what you think.
- We **should** leave it until tomorrow; it's late now.

WHAT IS LIKELY TO HAPPEN

We also use *should* to talk about what is likely to happen:

- Shall we start? Luke's delayed but he says he **should** be here in ten minutes.



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- *There **should** be a very big crowd at the party. Mary has so many friends.*

THANKING

Spoken English:

In speaking, we often say *you shouldn't have* when someone gives us a gift:

A: *I got you something from Texas. A cowboy hat.*

B: *Oh Ken, you **shouldn't have!***

SURPRISE OR REGRET

We sometimes use *should* to express surprise or regret about something that happened:

- ❖ *I'm amazed that he **should** have done something so stupid.*
- ❖ *I'm sorry that he **should** be so upset by what I said.*

SHOULD AND WOULD

We use *should* as a more formal alternative to *would* with *I* and *we* in conditional clauses.

Compare:

Tabel 13 Formality Using Would & Should

formal	neutral
<i>I/We should love to meet her again if I/we had a chance.</i>	<i>I/We would love to meet her again if I/we had a chance.</i>

We use *should* as a more formal alternative to *would* when we want to be less direct.

Compare:

Tabel 14 Formality Using Should & Would

formal	neutral
<i>I should think that a lot of people will be interested.</i>	<i>I would think that a lot of people will be interested.</i>



SHOULD AND OUGHT TO

Should and *ought to* have similar meanings and uses. *Ought to* is more formal and less common than *should*:

- We **should** clean up the garden.
- We **ought to** clean up the garden.

Should is much more common in negatives and questions than *ought to*:

- **Should** we keep a seat for Margaret?
(more common than *Ought we to keep a seat ...?*)
- He **shouldn't** speak to his parents in that way.
(more common than *He oughtn't/ought not to speak ...*)

We use *will* for all persons, but we often use *shall* with *I* and *we*. *Will* ('ll) is generally less formal than *shall* when used with *I* and *we*:

- ✓ *Simply complete the form and return it to me, and I **shall** personally reserve your hotel room for you.*
- ✓ *We **shall** look at a full report from the centre.*
- ✓ *We'll see you in the morning.*

Shall also has a special legal use for talking about rules and laws.

In these cases, we often use it with third-person subjects:


- ❖ *According to the basic principle of human rights, people **shall** not be discriminated against because of their nationality, race, age, sex, religion, occupation and social status.*

Shall and *will* are both used to talk about intentions and decisions. *Shall* is more formal than *will*.

Compare:

Tabel 15 Formality Using Shall & Will

<i>I'll see you later. I won't be late.</i>	informal
<i>I shall see you later. I shan't be late.</i>	formal



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Spoken English:

- In speaking *'ll* is much more common than *will* and *shall*.
- *Will* is much more common than *shall* in both speaking and writing.

WILL: TYPICAL ERROR

We use *will* or *'ll* to express intentions or decisions, or to make offers, not the present simple:

- ✓ *I'll never go to her house again.*
Not: ~~I never go to her house again.~~
- ✓ *I'll help you with that suitcase.*
Not: ~~I help you with that suitcase.~~

7) MUST

MUST: FORMS

AFFIRMATIVE (+) FORM

Must comes first in the verb phrase (after the subject and before another verb):

- *She **must** have lots of friends.*

Must can't be used with another modal verb.

- *This **must** be your sister.*
Not: ~~This must can be your sister.~~ or ~~This can must be your sister.~~

NEGATIVE (-) FORM

The negative form of *must* is *mustn't*. We don't use *don't/doesn't/didn't* with *must*:

- *There **mustn't** be any rubbish left.*
Not: ~~There dosen't must be any rubbish left.~~

We can use the full form *must not* in formal contexts or when we want to emphasise something:

- *You **must not** leave any rubbish.*

QUESTION (?) FORM**WARNING:**

The subject and *must* change position to form questions. We don't use *do/does/did*:

➤ **Must** you make that noise?

Not: ~~Do you must make that noise?~~

We can use *must* and *mustn't* in question tags though tags with *must* aren't very common:

➤ *The house must be worth millions, **mustn't** it?*

MUST: USES**DEDUCTIONS AND CONCLUSIONS**

When we think carefully about facts, we often use *must* to express deductions and conclusions from these:

✓ [fact] *He's so small.*

✓ [deduction/conclusion] *He **must** be no more than four years old.*

[Two teachers talking about a student]

A: *He falls asleep in class every morning.* (fact)

B: *He **must** be out late every night or maybe he works at night.*
(deduction/conclusion)

WARNING:

We use *can't/cannot* as the negative of *must* to deny something or make negative deductions or conclusions:

✓ *It just **can't** be true. He **can't** have left his job.*

✓ *That **cannot** be his sister. She looks so different.*

We use *must have + ed* form and *can't have + ed* form to talk about deductions in the past. They always refer to deduction, not obligation:

[A wanted to talk to B so she phoned him but he didn't answer the phone. She phoned again the next day]

A: *I called you yesterday around three o'clock but you **must have been out.***



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B: We **must have been** in the garden. *That's a pity.*

[A is telling B about his illness]

A: *I spent a month in hospital before I was able to walk.*

B: *That **can't have been** easy for you.*

SPOKEN ENGLISH:

In speaking, we very often express our reaction to what we hear using phrases such as *that must be* or *that must have been*:

A: *She lives in Thailand now.*

B: **That must be amazing!**

A: *Twelve years ago Kevin and I went on a six-week camping trip.*

B: **That must have been fun.**

OBLIGATION AND NECESSITY

“*must*” expresses strong obligation and necessity:

- ✓ *I **must** talk to you about the new project.*
- ✓ *Seat belts **must** be worn even in the back of the car.*
- ✓ *There **must** be a minimum of two members of the company at the meeting.*

WARNING:

We use *had to* not *must* to express obligation and necessity in the past:

- *By the time we got back to our bikes, it was dark and we **had to** cycle home in the dark without any lights ...*

Not: ... ~~it was dark and we must cycle home in the dark ...~~

- *Last year, teachers **had to** make a report on each child every week.*

Not: Last year, teachers ~~must~~ make a report ...

We use *must* to talk about the future in the past when we report speech or people's thoughts in formal contexts:

[Extract from a novel]

- ✓ *The pain was back in full force, but she knew she **must** not give in to it. She **must** go on day by day.*

We use *will have to* more than *must* to express future obligation, especially when talking about obligations at a particular point in the future:

- ✓ *He'll **have to** wait five weeks for his eye operation. Then he'll **have to** have both eyes operated on.*

We often use *must* with more general references to the future, particularly when talking about obligations that come from the speaker:

- *The Prime Minister **must** decide in the next month.*
- *I **must** try harder next time.*
- *I **must** pop round one evening next week.*

When we talk about no obligation, we use either *need not*, *don't/doesn't/didn't have to* or the negative of the main verb *need* (*don't/doesn't need*):

- ✓ *You **needn't** worry about it. I'll take care of it.*
- ✓ *You **don't have to** worry about it. I'll take care of it.*
- ✓ *You **don't need to** worry about it. I'll take care of it.*

RULES AND LAWS

We use *must not* to talk about what is not permitted:

- *You **must not** park outside the entrance.*
- *You **must not** make noise after 9 o'clock.*

Must and *must not* often occur in public signs and notices indicating laws, rules and prohibitions:

[airline website information]

- ✓ *All passengers **must** present valid photo identification at check-in for all flights.*

[bus company website notice]

- ✓ *Tickets **must** be retained for inspection, and **must** be produced for inspection on request by any authorised official of Bus Éireann. (Bus Éireann is the name of the Irish national bus company)*

INVITATIONS AND ENCOURAGEMENT

We also use *must* to express polite invitations or encouragement:

- *You **must** come and see us soon.*
- *You **must** try some of this chocolate cake. It's delicious.*
- *You **must** go and see that film.*

CRITICISMS

We use the question form of *must* in criticisms:

- ✓ ***Must** you keep playing that terrible music?*
- ✓ *Why **must** you mispronounce my name every time?*

MUST AND HAVE (GOT) TO?

OBLIGATIONS

We usually use *must* to talk about obligations which come from the speaker and we generally use *have (got) to* when we refer to obligations that come from outside the speaker.

Practice the pattern by having the examples telling about your daily life such as we must pay the tax before the due time, teachers have to be a good model. Make your own examples!

Compare:

Tabel 16 Must & Have got to

<i>I must buy some new clothes. Mine look so old.</i>	The obligation is from me to buy new clothes.
<i>I've got to buy some new clothes. I'm starting a new job as a teacher and we have to wear formal clothes.</i>	The obligation is from the school to buy new clothes.

WARNING:

- ✓ *Must not and don't have to/haven't got to have different meanings.*

Compare:

Tabel 17 The Meaning of Mustn't & Haven't got to

<p>You must not give my credit card details to anyone.</p> <p>You mustn't tell this to anyone. It's a secret.</p>	<p>We use <i>mustn't</i> to talk about something which is forbidden.</p>
<p>You don't have to tell anyone. I will email everyone.</p> <p>We haven't got to wear a uniform to work.</p>	<p>We use <i>don't have to/haven't got to</i> when something is not necessary. It is not forbidden.</p>

Don't have to can sometimes be used to criticize someone or to tell them not to do something. This is less direct than *must not*:

- ✓ You **don't have to** drink all of the juice! (stop drinking the juice!)

DEDUCTIONS

We can also use *have got to* when we make deductions or draw conclusions. *Must* is more common than *have (got) to* in this meaning:

- That **must** be a fake!
- That picture has **got to** be a fake!

MUST: TYPICAL ERRORS

We don't use *must* to express obligation and necessity in the past.

We use *had to* instead:

- When she got home, she **had to** cook dinner before everyone arrived.

Not: ~~When she got home, she must cook dinner before ...~~

We don't use *must* to make predictions about the future. We use *will* instead:

- Don't worry about our accommodation because I found a nice hotel which **will** be suitable for us.

Not: ~~Don't worry about our accommodation because I found a nice hotel which must be suitable for us.~~

b. SEMI MODAL

The semi-modal verbs (or marginal modals) are: *dare*, *need*, *used to* and *ought to*. They behave similarly to modal verbs but also share some characteristics with main verbs:

✓ *How **dare** she **criticise** us?*

(as a modal verb, the interrogative formed without *do*)

✓ *He **didn't dare to look** back.*

(as a main verb, followed by a *to*-infinitive and the negative formed with *do*)

✓ ***Need** you **make** so much noise?*

✓ (as a modal verb, the interrogative formed without *do*)

✓ *You **needn't have been** so rude.*

(as a modal verb, the perfect infinitive used to refer to past time)

✓ ***Do** you **need to use** the hairdryer?*

(as a main verb, followed by a *to*-infinitive and the interrogative formed with *do*)

✓ *They **used to live** by the sea.*

(unlike a modal verb, followed by a *to*-infinitive)

✓ *You **ought to know** that by now.*

(unlike a modal verb, followed by a *to*-infinitive)

Sumber:

<http://www.grammarling.com/types-of-modals>

USED TO

Used to: meaning and form

We use *used to* when we refer to things in the past which are no longer true. It can refer to repeated actions or to a state or situation:

✓ *He **used to play** football for the local team, but he's too old now.*

✓ *That white house over there **used to belong** to my family. (It belonged to my family in the past, but not any more.)*

WARNING:

In statements, the form *used to* does not change. We do not use the verb *be* before it. It always refers to past time:

❖ *We **used to** go to the seaside every summer when I was a kid.*

Not: ~~*We are used to go ...*~~ or ~~*We use to go ...*~~ or ~~*We were used to go ...*~~

NEGATIVE: DIDN'T USE TO

The negative of *used to* is most commonly *didn't use(d) to*. Sometimes we write it with a final *-d*, sometimes not. Both forms are common, but many people consider the form with the final *-d* to be incorrect, and you should not use it in exams:

✓ *It **didn't use to** be so crowded in the shops as it is nowadays.*

✓ *I **didn't used to** like broccoli when I was younger, but I love it now.*

(Don't use this form in exams.)

In very formal styles, we can use the negative form *used not to*:

❖ *She **used not to** live as poorly as she does now.*

QUESTIONS

The most common form of question is auxiliary *did + use(d) to*. Many people consider the form with a final *-d* to be incorrect, and you should not use it in exams:

✓ *I think we met once, a couple of years ago. **Did you use to** work with Kevin Harris?*

✓ ***Didn't she used to** live in the same street as us? (Don't use this form in written exams.)*

EMPHATIC DID

We can use the emphatic auxiliary *did* with *used to*:

✓ *We never used to mix very much with the neighbours, but we **did used to** say hello to them in the street. (Don't use this form in written exams.)*

TAGS

We normally make tags after *used to* with auxiliary *did*:

✓ *He used to be your boss, **did he?***

✓ *We used to love going to the museum, **didn't we?***

USED TO OR WOULD?

We can use *used to* or *would* to talk about people's habits in the past. When we use them both together, *used to* most commonly comes first, as it sets the scene for the actions being reported:

- ✓ *When we were kids, we **used to** invent amazing games. We **would** imagine we were the government and we **would** make crazy laws that everyone had to obey.*

Used to, but not *would*, can describe a state or situation which is no longer true:

- ✓ *We **used to** live in Manchester.*
Not: ~~We would live in Manchester.~~
- ✓ *'The Townhouse' **used to** be a Greek restaurant. It's Italian now.*
Not: ~~'The Townhouse' would be a Greek restaurant ...~~

USED TO OR BE USED TO?

Used to refers to actions and situations in the past which no longer happen or are no longer true. It always refers to the past:

- ✓ *She **used to** sing in a choir, but she gave it up. (She sang, but she doesn't sing any more)*

Be used to means 'be accustomed to' or 'be familiar with'. It can refer to the past, present or future. We follow *be used to* with a noun phrase, a pronoun or the *-ing* form of a verb:

- ✓ *I work in a hospital, so I'm **used to** long hours. (I am accustomed to/familiar with long hours.)*
- ✓ *She lives in a very small village and hates traffic. She's not **used to** it.*
- ✓ *He was a salesman, so he **was used to** travelling up and down the country. (He was accustomed to/was familiar with travelling.)*

We can also say *get used to* or (more formally) *become used to*:

- ❖ *University is very different from school, but don't worry. You'll soon **get used to** it. (or, more formally, You'll soon become used to it.)*

DARE, NEED, OUGHT TO AND USED TO (semi-modal verbs)

Dare, need, ought to and *used to* are often called semi-modal because in some ways they are formed like modal verbs and in some ways they are like other main verbs.

Like modal verbs, *ought to* and *used to* do not change form for person. *Needn't* and *daren't* do not have a third person -s in the present:

- ✓ *It **used to** be so easy. It **ought to** be easy now.*
- ✓ *She **needn't** worry.*
- ✓ *John **daren't** tell Ruth about the accident.*

Like main verbs, the negative form of *need, dare* and *used to* is made by using *do*. But it can also be made without using *do* (like modal verbs).

Compare:

Tabel 18 Need & Dare

<i>You don't need to dress smartly.</i>	<i>You needn't dress smartly.</i>
<i>We don't dare (to) tell him.</i>	<i>We daren't tell him.</i>

The negative form of *ought to* is not made with *do*:

- ✓ *We **oughtn't to** spend so much money.*
- Not: ~~We don't ought to spend so much money.~~

Like main verbs, the question form for *need, dare* and *used to* is made by using *do*:

- ***Does she need to** get a camera before she goes away?*
- ***Did you use to** play football when you were a child?*

Question and negative forms of *ought to* are rare.

(“Modality: forms” from English Grammar Today © Cambridge University Press.)

1). DARE

Dare means "have the courage to do something" and can behave either as a modal verb or as a main verb:



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- As a modal verb, *dare* is used in negative and interrogative sentences; it is followed by a bare infinitive:
 - ✓ *I **daren't think** how many victims there are.*
 - ✓ *How **dare** she **criticise** us?*
- *Dare* as a main verb can be followed by a bare infinitive or a *to*-infinitive:
 - ***Do you dare (to) tell** him what happened to his bike?*
 - ***Who dares (to) argue** with me?*
 - *He **didn't dare (to) look** back.*
 - *No one **would have dared (to) think** about it.*

But in the expression *Don't you dare...*, it is always followed by a bare infinitive:

❖ ***Don't you dare interrupt** me!*

Dare is both a main verb and a semi-modal verb.

Dare can mean 'challenge somebody'. With this meaning, it is a main verb and requires an object. Any verb that follows it is in the *to*-infinitive:

- ✓ *Go on, I **dare** you.*
- ✓ *Some snakes can bite but I **dare** you to hold this big snake.*

Dare also means 'to be brave enough or rude enough to do something'. With this meaning, it can be used as an ordinary main verb which can be followed by a *to*-infinitive or an infinitive without *to*. Less commonly, it can be used as a semi-modal verb followed by an infinitive without *to*.

AFFIRMATIVE STATEMENT

- ❖ *If Sally **dares (to) go** there again, she'll be in big trouble!*
(ordinary verb)

NEGATIVE STATEMENT

- ❖ *He **doesn't dare (to) go** there. (ordinary verb)*
- ❖ *No one **dares (to) go** there. (ordinary verb)*
- ❖ *No one **dare** go there. (semi-modal verb)*

AFFIRMATIVE QUESTION

- ❖ *Does anyone **dare (to)** go there?* (ordinary verb)
- ❖ ***Dare** anyone go there?* (semi-modal verb)

NEGATIVE QUESTION

- ❖ *Doesn't he **dare (to)** go there?* (ordinary verb)
- ❖ ***Daren't** he go there?* (semi-modal verb)

TYPICAL ERROR

We don't use infinitive with *to* after semi-modal *dare* in the expression

How dare you:

- ✓ *How **dare** you suggest she was lazy!*

Not: ~~How dare you to suggest...~~

2). NEED

Need is a semi-modal verb because in some ways it is like a modal verb and in other ways like a main verb.

Need can behave either as a modal verb or as a main verb:

- As a modal verb, *need* is most typically used in negative sentences or in affirmative sentences with a negative meaning. It expresses absence of obligation or necessity, and it is followed by a bare infinitive:


- ✓ *You **needn't** worry about that.*
- ✓ *No one **need be** surprised at what happened.*
- ✓ *You **need** only just ask.*
- ✓ *I doubt whether I **need help** you.*

Need as a modal verb also occurs in interrogative sentences, but this use is much more formal:

- ✓ ***Need** you **make** so much noise?*

Need as a main verb is followed by a *to*-infinitive and expresses that something is necessary. It can be used in affirmative, negative and interrogative sentences:

- ✓ *Do you have a minute? I **need to talk** to you about something.*
- ✓ *I **don't need to be** told that I should lose weight.*
- ✓ ***Do you need to use** the hairdryer?*
- ✓ *If you want good results, you **will need to work** harder.*



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PAST:

The past tense of the main verb *need to* is *needed to*:

- ✓ *I **needed to have** my hair cut.*
- ✓ *Why **did they need to change** the lock?*

The negative form *didn't need + to-infinitive* normally refers to actions which were unnecessary and were not performed:

- ✓ *We **didn't need to buy** any milk. We had plenty at home.*
(we didn't have to buy any milk, and we didn't buy any)

Need as a modal does not have a past tense form. *Needn't + perfect bare infinitive (have + past participle)*, however, is used for actions which were performed but were unnecessary:

- ✓ *We **needn't have bought** any milk. We still have plenty at home.*
(we bought some milk, but it wasn't necessary)

We use *need* mostly in the negative form to indicate that there is no obligation or necessity to do something:

- ✓ *You **needn't take off** your shoes.*

NEED: FORM

AFFIRMATIVE FORM

Affirmatives with the semi-modal *need* are not common and they are used in formal contexts. There is almost always a negative word (e.g. *no one*, *nobody*, *nothing*) or phrase in the clause, even if the verb phrase is affirmative:

- ✓ *No one **need think** that we are doing this every week.*
(we are not doing this every week)
- ✓ *Nobody **need know** the name of the person who made the complaint.*
- ✓ *Not a thing **need change** on this page.*

Need comes first in the verb phrase (after the subject and before another verb):

- *Let's forget about it. No one **need** know about it.*

We can't use another modal verb with *need*:

- *No one **need** read this.*

Not: ~~No one need must read this.~~ or ~~No one must need read this.~~

NEGATIVE FORM

WARNING:

We form the negative by adding *not* after *need*. *Need not* can be contracted to *needn't*. We don't use *don't/doesn't/didn't* with the semi-modal verb *need*:

- ✓ *You **need not** spend a lot of money on presents.* (formal)
(or *You **needn't** spend a lot of money on presents.*)

Not: ~~You don't need spend a lot of money on presents.~~

QUESTION FORM

The question form of the semi-modal *need* is not very common. It is rather formal. The subject and *need* change position to form questions. We don't use *do/does/did*.

- ✓ ***Need** we write this down?*

Not: ~~Do we need write this down?~~

NEED: USE

NO OBLIGATION (NEEDN'T)

The semi-modal *need* is most common in the negative. We use it to show that there is no obligation:

- ✓ *We **needn't** spend much time on this topic. It's not going to be in the exam.*
- ✓ *Cans of soup **needn't** be kept in the fridge.*

NO OBLIGATION IN THE PAST

The semi-modal *need* has no past simple form. Instead, we use *didn't need to* or *didn't have to* when we express no obligation in the past:

- ✓ *I **didn't need to** buy any books. They were all in the library.*
(main verb *need* + *to*)

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(or *I **didn't have to** buy any books. They were all in the library.*)

Not: ~~*I didn't need buy any books. They were all in the library.*~~

UNNECESSARY EVENTS

We use *needn't have* + *-ed* form to refer to events which happened but which the speaker considers were unnecessary:

- ✓ *You **needn't have waited** for me.*
(You waited for me but it wasn't necessary.)
- ✓ *You **needn't have bought** so much food.*
- ✓ *There are only three of us staying for the weekend.* (You bought a lot of food but it wasn't necessary.)

SEMI-MODAL NEED AND MAIN VERB NEED

We can use main verb *need* as an alternative to semi-modal *need*. Main verb *need* is followed by *to* and it changes with person, number and tense (*I, you, we, they need to; she, he, it needs to; I, you, she, he, it, we, they needed to*).

Compare:

Tabel 19 Need Semi Modal

Semi-modal <i>need</i>	Main verb <i>need</i>	Comment
<i>Need it be so dark in here? (formal)</i>	<i>Does it need to be so dark in here?</i>	In these examples, the meaning is the same for semi-modal <i>need</i> and main verb <i>need</i> + <i>to</i> .
<i>You needn't mention this to your father.</i>	<i>You don't need to mention this to your father.</i>	

Warning:

We must use the main verb *need* when it is followed by a noun phrase or *-ing* clause:

- ✓ *You **don't need** [noun phrase]an umbrella.*
Not: ~~*You needn't an umbrella.*~~
- ✓ *My hair **doesn't need** [-ing clause]cutting for at least another month.*
Not: ~~*My hair needn't cutting for at least another month.*~~

TYPICAL ERROR

The main verb *need* is followed by *to* when used with another verb.

✓ *I **need to** have my hair cut.*

Not: ~~I need have my hair cut.~~

(“Need” from English Grammar Today © Cambridge University Press.)

Sumber:

<http://dictionary.cambridge.org/grammar/british-grammar/need>

3). OUGHT TO

Ought to is a semi-modal verb because it is in some ways like a modal verb and in some ways like a main verb. For example, unlike modal verbs, it is followed by *to*, but like modal verbs, it does not change form for person:

✓ *I **ought to** phone my parents.*

✓ *It **ought to** be easy now.*

OUGHT TO: FORM**AFFIRMATIVE**

Ought to comes first in the verb phrase (after the subject and before another verb):

✓ *We **ought to** do more exercise.*

✓ *Ought to* cannot be used with another modal verb:

✓ *Medicine **ought to** be free.*

✓ Not: ~~Medicine ought to can be free.~~ or ~~Medicine can ought to be free.~~

NEGATIVE


The negative is formed by adding ‘not’ after *ought* (*ought not to*). It can be contracted to *oughtn’t to*. We don’t use *don’t*, *doesn’t*, *didn’t* with *ought to*:

✓ *We **ought not to** have ordered so much food.*

Not: ~~We don’t ought to have ordered so much food.~~

✓ *You **oughtn’t to** have said that about his mother.*

Not: ~~You didn’t ought to have said that about his mother.~~



Kegiatan Pembelajaran 1

The negative of *ought to* is not common. We usually use *shouldn't* or *should not* instead:

- ❖ You **shouldn't** speak to your father like that. (preferred to You *oughtn't to speak ...*)

QUESTIONS

The subject and *ought to* change position to form questions. We don't use *do, does, did*:

- ✓ **Ought she to call the police?**
- ✓ Not: ~~Does she ought to call the police?~~
- ✓ **Ought we to be more worried about the environment?**
- ✓ Not: ~~Do we ought to be more worried about the environment?~~

WARNING:

The question form of *ought to* is not very common. It is very formal. We usually use *should* instead.

OUGHT TO: USES

WHAT IS DESIRED OR IDEAL

We use *ought to* when talking about things which are desired or ideal:

- ❖ They **ought to** have more parks in the city centre.
- ❖ We **ought to** eat lots of fruit and vegetables every day.

We use *ought to have + -ed* form to talk about things that were desired or ideal in the past but which didn't happen. It can express regret:

- ❖ We **ought to have locked** the gate. *Then the dog wouldn't have got out.*
(The ideal or desired thing was that we locked the gate, but we didn't.)
- ❖ I often think that I **ought to have studied** medicine not pharmacy.
(I would be happier now if I had studied medicine.)

WHAT IS LIKELY

We can use *ought to* when we talk about what is likely or probable:

- ✓ *The concert **ought to** only take about two hours so we'll be home by 12 pm.*
- ✓ *There **ought to** be some good films at the cinema this weekend.*

OUGHT TO OR SHOULD?

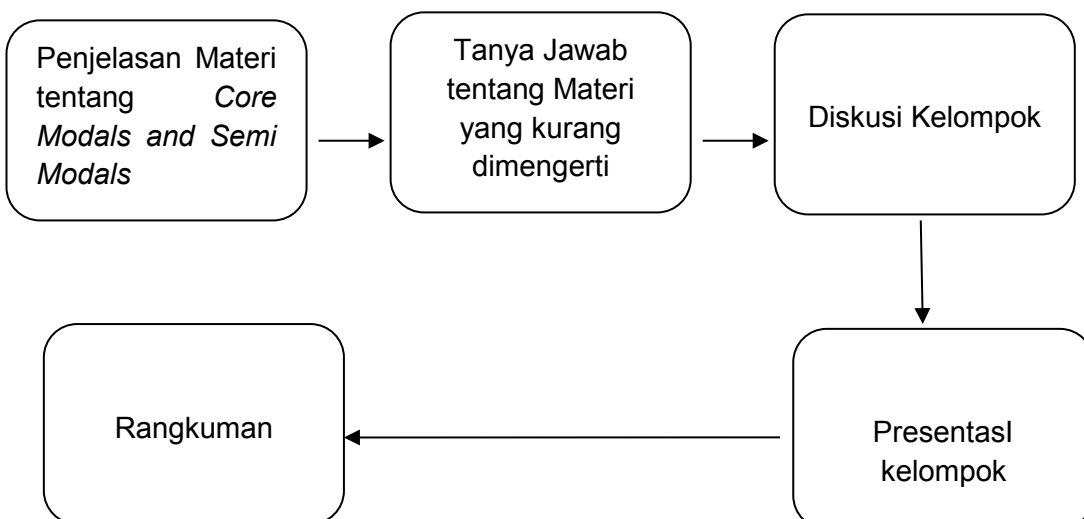
Ought to and *should* are similar in meaning. *Should* is more common than *ought to*. *Ought to* is more formal than *should*:

- *There **ought to** be more street lights here.*
(means the same as *There **should** be more street lights here.*)
- *I really **ought to** walk my dog more. He's so fat.*
(means the same as *I really **should** walk my dog more. He's so fat.*)

SPOKEN ENGLISH:

In speaking, we normally use *should* as a tag for clauses with *ought to*:

- *There **ought to** be a speed limit here, **shouldn't** there?*
(preferred to *There ought to be a speed limit here, oughtn't there?*)
- *We **ought not to** have to pay for basic medicines, **should** we?*
(preferred to *We ought not to have to pay for basic medicines, ought we?*)

D. Aktivitas Pembelajaran

Gambar 4. Alur Kegiatan Pembelajaran 1

LK 1.1 Acting out a dialogue: (In Service Learning 1)

Work in a pair to create a short dialogue in a class setting using at least three core modals and two semi modals then act it out in the class.

LK 1.2 Designing a class assignment using Modality - Core Modality & Semi Modality (on the job learning ON)

Design an assignment, 10 item – completion, using core modality and semi modality for your students to complete a dialogue about ordering food or beverage in a cafe. On the next session, ON sessions, swap your work with your friend and criticize your friend’s work based on the weaknesses and the strengths.

E. Latihan

LK 1.3 Exercises 1. In Service Learning 1 (In-1)

DIRECTION:

Choose the most appropriate answer for expressing ability.

1. Maria ... type 80 words per minute.

- a. may
- b. can
- c. could
- d. has to

2. Ella .. speak French and German.


- a. may
- b. can
- c. could
- d. has to

3. Tom’s teacher says that he ... play the violin pretty well in half a year.

- a. can
- b. could
- c. will be able to
- d. will have to

4. I ... meet him at the airport tomorrow.

- a. can
- b. could
- c. should
- d. would



Kegiatan Pembelajaran 1

2. If she wants to buy an apartment, she ... consult a good real estate agent.
- a. has to
 - b. should
 - c. may need to
 - d. could
3. ... I ask John to help us?
- a. Should
 - b. Ought
 - c. Could
 - d. May
4. Children ... eat too much chocolate.
- a. must not
 - b. may not
 - c. could not
 - d. should not
5. You ... come here again, or I'll report you to the police!
- a. can't
 - b. won't
 - c. mustn't
 - d. 'd better not
6. He ... be punished for his terrible attitude to people.
- a. might
 - b. ought to
 - c. could
 - c. would
7. I ... write an article on English grammar tonight, but I have a bad headache. I think I'll go for a walk instead.
- a. have to
 - b. must
 - c. should
 - d. had better
8. I ... harder for the exam. It was very difficult, and I didn't pass it.
- a. should study
 - b. should have studied
 - c. had to study
 - d. must have studied
9. They ... invited that guy to the party. He got drunk and started a fight.
- a. mustn't
 - b. shouldn't have
 - c. couldn't
 - d. wouldn't have

10. I recommend ... to one of the local health resorts. Change of scene and fresh air will do you good.
- | | |
|------------|---------------|
| a. to go | b. going |
| c. be gone | d. to be gone |

LK 1.5 Exercise 3, In Service Learning 1 (In-1)

DIRECTION:

Choose the most appropriate answer for expressing the idea specified in parentheses.

- It's getting late. I ... go now. (Necessity)

a. can	b. have to
c. may	d. would rather
- Mike broke his leg yesterday. His leg is in a cast, and he ... use crutches for a month. (Necessity)


a. will be able to	b. had better
c. will have to	d. should
- I ... talk to Ann about it. (Necessity)

a. have got to	b. would like to
c. may have to	d. may need to
- She ... to the bank yesterday. (Necessity)

a. must go	b. had to go
c. should have gone	d. must have gone
- We can't just go away! We ... help him! (Strong necessity)

a. have to	b. need to
c. should	d. must
- Tomorrow is Sunday. I ... go to school. (Absence of necessity)

a. can't	b. may not
c. must not	d. don't have to



Kegiatan Pembelajaran 1

7. You ... got to the supermarket. There is enough food in the refrigerator.
(Absence of necessity)
- | | |
|--------------|------------------|
| a. mustn't | b. don't need to |
| c. shouldn't | c. ought not |
8. She ... work yesterday, so she spent the whole day in the park by the river.
(Absence of necessity)
- | | |
|-------------|-------------------|
| a. couldn't | b. shouldn't |
| c. mustn't | d. didn't have to |
9. It's a secret. You ... tell anyone about it. (Strong necessity NOT to do something/Prohibition)
- | | |
|-------------|------------------|
| a. can't | b. may not |
| c. must not | c. don't have to |
10. I ... forget to call him today.
(Strong necessity NOT to do something/Prohibition)
- | | |
|------------|-------------|
| a. cannot | b. must not |
| c. may not | c. will not |

Sumber:

<http://usefulenglish.ru/grammar/modal-verbs-exercise-three>


LK 1.6 Exercise 4, In Service Learning (In-1)

DIRECTION:

Choose the most appropriate answer for expressing the idea specified in parentheses.

1. ... I speak to Mr. Smith, Please? (Formal polite request)
- | | |
|----------|-------------------|
| a. Can | b. May |
| c. Would | c. Would you mind |
2. ... you open the window, please? It's hot in here. (Polite request)
- | | |
|----------|-------------|
| a. Could | b. Couldn't |
| c. Won't | c. Wouldn't |

3. ... buying two loaves bread on your way home? (Polite request)
- a. Could you
 - b. Will you
 - c. Would you
 - d. Would you mind
4. Would you mind if I ... your dictionary for an hour or so? (Polite request)
- a. barrowed
 - b. will borrow
 - c. would borrow
 - d. borrowing
5. Would you mind if I ... come to your party? (Asking for permission)
- a. didn't
 - b. won't
 - c. wouldn't
 - d. Not
6. Mrs. Redding, ... lend me two hundred dollars till next week, please?
(Polite request)
- a. can't you
 - b. could you
 - c. do you mind
 - d. would you mind
7. Would you mind ... here? I have a headache. (Polite request)
- a. not to smoke
 - b. not smoke
 - c. not smoking
 - d. not smoking
8. Betty, ... help me with this grammar exercise, please? (Informal request)
- a. can you
 - b. cant' you
 - c. won't you
 - d. do you mind
9. A: Could I use your cell phone, please?
B: Sorry, you (Permission not given)
- a. can't
 - b. couldn't
 - c. mustn't
 - d. won't
10. A: Could I stay here for a while?
B: Yes, you ... (Permission given)
- a. could
 - b. can
 - c. will
 - d. must



Kegiatan Pembelajaran 1

Sumber:

<http://usefulenglish.ru/grammar/modal-verbs-exercise-four>

LK 1.7 Exercise 5, In Service Learning (In-1)

DIRECTION:

Choose the most appropriate answer to express possibility that is NOT very strong.

1. He ... be able to help you.

- | | |
|-----------|---------|
| a. may | b. must |
| c. should | d. Will |

2. She ... have to sell her car and other belongings to pay her debts.

- | | |
|----------|------------------|
| a. will | b. will probably |
| c. might | c. would |

3. A: Where is Anna?

B: I don't know. She ... be at the swimming pool or in the park.

- | | |
|----------|-----------|
| a. could | b. should |
| c. must | d. has to |

4. It ... be as easy as you think.

- | | |
|--------------|-------------|
| a. can't | b. couldn't |
| c. might not | d. must not |

5. Don't ring the doorbell when you get there. Maria's little baby ... sleeping.

- | | |
|------------|---------------|
| a. must be | b. should be |
| c. may be | d. may not be |

6. A: How did the robbers get in?

B: We don't know yet. The old woman ... to lock the door.

- | | |
|-------------------------|------------------------|
| a. might forget | b. could forget |
| c. might have forgotten | d. must have forgotten |

7. I called her but there was no answer. She ... left for New York.
- a. may have
 - b. must have
 - c. should have
 - d. has probably
8. When can I see him?... come back before six today?
- a. May he
 - b. Would he
 - c. Would he
 - d. Is he likely to
9. I wonder who wrote that letter. ... Jim have written it?
- a. May
 - b. Might
 - c. Could
 - d. Is it possible that
10. He said that he ... got to Italy in June or July.
- a. can
 - b. should
 - c. might
 - d. would

Sumber:


<http://usefulenglish.ru/grammar/modal-verbs-exercise-five>

LK 1.8 Exercise 6, Using Modality In Context. On the job learning, (On)

DIRECTION:

Choose the most appropriate answer to express strong probability. Strong probability means that you are about 90 percent sure.

1. It's 10:00 a.m. He ... in the office now.
- a. must be
 - b. may be
 - c. might be
 - d. can be
2. They live in a very big house. They ... rich.
- a. must be
 - b. are
 - c. may be
 - d. can be



Kegiatan Pembelajaran 1

3. Try calling him in the evening. He ... home by eight.
 - a. must be
 - b. should be
 - c. is going to be
 - d. will be

4. You ... our report tomorrow.
 - a. must receive
 - b. should receive
 - c. are going to
 - d. will receive

5. Let's watch the film about meteorites on Channel 6. It ... interesting.
 - a. should be
 - b. must be
 - b. could be
 - d. would be

6. I can't find my car keys. I ... them in my office.
 - a. should leave
 - b. ought to have left
 - c. must have left
 - d. should have left

7. There is no one by the name Lisa here. You .. misdialled.
 - a. may have
 - b. should have
 - c. ought to have
 - d. must have

8. I'm worried. He ... two hours ago. Where can he be?
 - a. ought to arrive
 - b. should arrive
 - c. should have arrived
 - d. must have arrive

9. He ... go to France next month.
 - a. should
 - b. must
 - c. ought to
 - d. will probably

10. I need to see him as soon as possible. ... come back soon?
 - a. Should he
 - b. Must he
 - c. Will he
 - d. Is he likely to

Sumber:

<http://usefulenglish.ru/grammar/modal-verbs-exercise-six>

LK 1.9 Using Modality In Context, on the job learning (On)

DIRECTION:

Complete these following sentences with right modal verb!

1. There are plenty of tomatoes in the fridge. You buy any.
2. It's a hospital. You smoke.
3. He had been working for more than 11 hours. He be tired after such hard work. He prefer to get some rest.
4. I speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I just say a few things in the language.
5. The teacher said we read this book for our own pleasure as it is optional. But we read it if we don't want to.
6. **Can** you stand on your head for more than a minute? No, I
7. If you want to learn to speak English fluently, you to work hard. .
8. Take an umbrella. It rain later.
9. You leave small objects lying around . Such objects be swallowed by children.
10. People walk on grass.
11. Drivers stop when the traffic lights are red.
12. I ask a question? Yes, of course.
13. You take your umbrella. It is not raining.
14. you speak Italian? No, I
15. You not be so nervous. I think it be very easy.

Sumber:

http://www.myenglishpages.com/site_php_files/grammar-exercise-modals.php

LK 1.10 Penilaian Berbasis Kelas Soal Core & Semi Modality, on the job learning (On) & In Service Learning (In-1)

Prosedur Kerja

1. Bacalah kegiatan pembelajaran 1, Modul Pedagogis Kelompok Kompetensi H tentang Penilaian Pembelajaran.
2. Pelajari kisi-kisi yang dikeluarkan oleh Kementerian Pendidikan dan Kebudayaan seperti pada 74able berikut ini:

Kisi kisi Bahasa Inggris SMP dan sederajat:

Tabel 20 Kisi-Kisi Bahasa Inggris SMP

Level Kognitif	Lingkup Materi		
	Fungsi Sosial	Struktur Teks	Unsur Kebahasaan
Pengetahuan dan Pemahaman Mengidentifikasi	Siswa dapat mengidentifikasi aspek-aspek fungsi sosial: topik/isu/masalah – tujuan/fungsi/pesan – latar belakang/alasan akibat/dampak/manfaat – sikap/nilai yang diusung – peran dan fungsi pembicara/penulis – peran dan fungsi pendengar/pembaca – konteks penggunaan (a.l. tempat, waktu, situasi, dsb)	Siswa dapat mengidentifikasi keterkaitan makna antar bagian-bagian dalam teks: pandangan/maksud/pendapat yang menjadi ide utama – rincian argumentasi, rincian langkah-langkah, rincian peristiwa, rincian deskripsi, rincian unsur-unsur teks – plot, alur pikiran – referensi makna	Siswa dapat mengidentifikasi unsur kebahasaan yang terkait dengan isi teks berikut ini: - persamaan kata – word order – artikel, demonstrative, possessive pronoun – agreement dan number - tense – passive voice – referensi gramatika – kata sambung – preposisi
Aplikasi; Membandingkan Mengklasifikasi Menjelaskan	Siswa dapat membandingkan mengklasifikasi, menjelaskan aspek-aspek fungsi sosial: - topik/isu/masalah – tujuan/fungsi/pesan – latar	Siswa dapat membandingkan. Mengklasifikasi, menjelaskan keterkaitan makna antar bagian-bagian dalam teks: - pandangan, maksud, pendapat yang menjadi ide utama –	Siswa dapat membandingkan, mengidentifikasi, menjelaskan unsur kebahasaan yang terkait

	<p>belakang/alasan – akibat/dampak/manfaat – sikap/nilai yang diusung – peran dan fungsi pembicara/penulis – peran dan fungsi pendengar/pembaca – konteks penggunaan (a.l. tempat, waktu, situasi, dsb)</p>	<p>rincian argumentasi, rincian langkahlangkah, rincian peristiwa, rincian deskripsi – plot, alur pikiran – referensi makna</p>	<p>dengan isi teks berikut ini: - persamaan kata – word order – artikel, demonstrative, possessive pronoun – agreement dan number – tense – passive voice – referensi gramatika – kata sambung – preposisi – modal – kalimat conditional – konstruksi derivative</p>
<p>Penalaran Menyimpulkan Merinci perbedaan/persamaan Menganalisis</p>	<p>Siswa dapat menyimpulkan, merinci perbedaan/persamaan, menganalisis aspek-aspek fungsi sosial: - topik/isu/masalah – tujuan/fungsi/pesan – latar belakang/alasan – akibat/dampak/manfaat – sikap/nilai yang diusung – peran dan fungsi pembicara/penulis – peran dan fungsi pendengar/pembaca – konteks penggunaan (a.l. tempat, waktu, situasi, dsb)</p>	<p>Siswa dapat menyimpulkan, merinci perbedaan/persamaan keterkaitan makna antar bagian-bagian dalam teks: - pandangan, maksud, pendapat yang menjadi ide utama – rincian argumentasi, rincian langkahlangkah, rincian peristiwa, rincian deskripsi - plot, alur pikiran – referensi makna</p>	<p>Siswa dapat menyimpulkan, merinci, menganalisis unsur kebahasaan yang terkait dengan isi teks berikut ini: - persamaan kata – word order – artikel, demonstrative, possessive pronoun – agreement dan number – tense – passive voice – referensi gramatika – kata sambung – preposisi – modal – kalimat conditional – konstruksi</p>

Kegiatan Pembelajaran 1

			derivative – kalimat, frasa, ungkapan simpulan
--	--	--	---

3. Buatlah kisi-kisi soal UN/USBN pada lingkup materi *Core & Semi Modality* sesuai format berikut. (Sesuaikan dengan kurikulum yang berlaku di sekolah anda)

KISI-KISI PENULISAN SOAL TES PRESTASI AKADEMIK

A. Kurikulum 2006

Jenis Sekolah : SMP/MTs

Mata Pelajaran : Bahasa Inggris

Tabel 21 Kisi-Kisi Penulisan Soal Kurikulum 2006

No. Urut	Standar Kompetensi	Kompetensi Dasar	Bahan Kelas	Materi	Indikator	Bentuk Soal
1				Core & Semi Modality		PG Level Pengetahuan dan Pemahaman
2				Core & Semi Modality		PG Level Aplikasi
3				Core & Semi Modality		PG Level Penalaran
4				Core & Semi Modality		Esay Level Pengetahuan & Pemahaman
5				Core & Semi Modality		Esay Level Aplikasi
6				Core & Semi Modality		Esay Level Penalaran

B. Kurikulum 2013

Jenis Sekolah : SMP/MTs

Mata Pelajaran : Bahasa Inggris

Tabel 22 Kisi-Kisi Penulisan Soal Kurikulum 2013

No. Urut	Kompetensi Dasar	Bahan Kelas	Materi	Indikator	Bentuk Soal
1			Core Modality		PG Level Pengetahuan dan Pemahaman
2			Core Modality		PG Level Aplikasi
3			Core Modality		PG Level Penalaran
4			Core Modality		Esay Level Pengetahuan & Pemahaman
5			Core Modality		Esay Level Aplikasi
6			Core Modality		Esay level Penalaran

- Berdasarkan kisi-kisi diatas, buatlah soal UN/USBN pada lingkup materi *Core Modality*.
- Kembangkan soal-soal yang sesuai dengan konsep HOTS.
- Kembangkan soal Pilihan Ganda (PG) dan Esay masing-masing sebanyak 3 Soal

KARTU SOAL	
Jenjang	: Sekolah Menengah Pertama
Mata Pelajaran	: Bahasa Inggris
Kelas	:
Kompetensi	:
Level	: Pengetahuan dan Pemahaman
Materi	: Core Modality
Bentuk Soal	:
SOAL DISINI	
Kunci Jawaban	:



Kegiatan Pembelajaran 1

KARTU SOAL	
Jenjang	: Sekolah Menengah Pertama
Mata Pelajaran	: Bahasa Inggris
Kelas	:
Kompetensi	:
Level	: Aplikasi
Materi	: Modality in context
Bentuk Soal	:
Kunci Jawaban	:

KARTU SOAL	
Jenjang	: Sekolah Menengah Pertama
Mata Pelajaran	: Bahasa Inggris
Kelas	:
Kompetensi	:
Level	: Penalaran
Materi	: Core Modality & Semi Modality
Bentuk Soal	:
Kunci Jawaban	:



F. Rangkuman

MODAL VERBS IN CONTEXT:

Here's a list of the modal verbs in English:

Tabel 23 Modal Verbs

can	could	may	might	will
would	must	shall	should	ought to

Modals are different from normal verbs:

1. They don't use an 's' for the third person singular.
2. They make questions by inversion ('she can go' becomes 'can she go?').
3. They are followed directly by the infinitive of another verb (without 'to').

COMMON MEANING OF MODAL VERBS

The modal verbs include *can*, *must*, *may*, *might*, *will*, *would*, *should*. They are used with other verbs to express ability, obligation, possibility, and so on. Below is a list showing the most useful modals and their most common meanings:

Tabel 24 Modality & Meaning

Modal	Meaning	Example
can	<i>to express ability</i>	I <i>can</i> speak a little Sundanese.
can	<i>to request permission</i>	<i>Can</i> I open the window?
may	<i>to express possibility</i>	I <i>may</i> be home late.
may	<i>to request permission</i>	<i>May</i> I sit down, please?
must	<i>to express obligation</i>	I <i>must</i> go now.
must	<i>to express strong belief</i>	She <i>must</i> be over 90 years old.
should	<i>to give advice</i>	You <i>should</i> stop smoking.
would	<i>to request or offer</i>	<i>Would</i> you like a cup of tea?
would	<i>in if-sentences</i>	If I were you, I <i>would</i> say sorry.



Kegiatan Pembelajaran 1

Modal verbs are unlike other verbs. They do not change their form (spelling) and they have no infinitive or participle (past/present). The modals *must* and *can* need substitute verbs to express obligation or ability in the different tenses. Here are some examples:

Tabel 25 Modality & Tenses

<i>Past simple</i>	Sorry I'm late. I had to finish my math test.
<i>Present perfect</i>	She's had to return to Korea at short notice.
<i>Future</i>	You'll have to work hard if you want to pass the exams.
<i>Infinitive</i>	I don't want to have to go.
<i>Past simple</i>	I couldn't/wasn't able to walk until I was 3 years old.
<i>Present perfect</i>	I haven't been able to solve this problem. Can you help?
<i>Future</i>	I'm not sure if I will be able to come to your party.
<i>Infinitive</i>	I would love to be able to play the piano.

Modals are auxiliary verbs. They do not need an additional auxiliary in negatives or questions. For example: *Must I come?* (~~Do I must come?~~), or: *He shouldn't smoke* (~~He doesn't should smoke~~).

IMPORTANT:

The explanations and examples on this page are just an introduction to this extensive and complex area of English grammar. Students of English who want to learn more should consult a good reference work, such as *Swan's Practical English Usage*.





G. Umpan Balik dan Tindak Lanjut

Sebagai refleksi pembelajaran/umpan balik jawablah pertanyaan berikut:

1. Setelah menyimak materi di atas, apakah Anda mendapatkan informasi baru mengenai *Modality in Context*?
2. Apakah bahasan *Modality in Context* di atas, cukup komprehensif?
3. Apakah bahasan *Modality in Context* di atas, menambah kepercayaan Anda untuk lebih mempraktikkan Bahasa Inggris bersama siswa Anda?

H. Penilaian Diri

1. Apabila Anda bisa menjawab benar delapan dari sepuluh pertanyaan untuk masing-masing latihan, maka Anda bisa melanjutkan ke kegiatan pembelajaran berikutnya.
2. Apabila Anda masih menjawab salah lebih dari dua soal untuk setiap sepuluh soal latihan, maka Anda harus mengulang dan mempelajari kembali materi pembelajaran tentang *Core Modality*.





Kegiatan Pembelajaran 1



Kegiatan Pembelajaran 2

Other Modal Expressions

A. Tujuan

Setelah pelatihan, peserta mampu memahami penggunaan *modality* dalam aspek kebahasaan baik linguistik; wacana, sociolinguistik maupun strategis)

B. Indikator Pencapaian Kompetensi

1. Menggunakan *other modality* (*Tags, Commands, dan Conditionals*) dalam berbagai kompetensi kebahasaan (linguistik, wacana, sociolinguistik, dan strategis).
2. Menentukan *modality* (*Tags, Commands, dan Conditionals*) yang tepat sesuai konteks

C. Uraian Materi

d. 1. TAGS

TAGS: USES

Tags are either questions, statements or imperatives added to a clause to invite a response from the listener:

A: *She can't swim, **can she?***

B: *No. Apparently she never learnt as a child.*

A: *Pass me that CD, **will you?***

B: [passes the CD]

A: *Thanks.*

TAGS: FORM

Tags consist of one of the auxiliary verbs *be, do* or *have*, or the main verb *be*, or a modal verb, plus a subject, which is most commonly a pronoun:

Tabel 26 Tag Question Using Modal Verbs

Main Clause	Modal	Subject Pronoun
<i>You could sell it on the Internet,</i>	couldn't	<i>you?</i>
Don't be late tonight,	will	<i>you?</i>

If the main clause verb is *ought to*, the tag verb is most commonly *should* or, far less commonly, *ought*:

- ❖ *We **ought** to leave now, really, **shouldn't** we?* Or (far less commonly) *We **ought** to leave now, really, **oughtn't** we?*

When tags follow imperatives, the tag verb is usually *will*:

A: **Phone me this evening, will you?**

B: *Yeah, OK. I'll give you a call about 6.30.*

THE TYPES OF QUESTION TAGS

Question tags turn statements into *yes-no* questions. There are two types.

1. Type 1

The first type of question tag consists of an affirmative main clause and a negative tag, or a negative main clause and an affirmative tag. Negative tags are most commonly used in the contracted form:

[main clause] *She can handle the problem,* [tag] **can't she?**
(affirmative main clause + negative tag)

He won't come to this meeting, will he?
(negative main clause + affirmative tag)

2. Type 2

The second type of question tag consists of an affirmative main clause and an affirmative tag:

- ✓ [main clause] *You should attend the English class,* [tag] **should you?**
- ✓ *She **must** confirm her presence,* **must she?**

We can use type 2 tags when we do not know if the answer is *yes* or *no*.
The intonation is usually a rising tone:

IMPERATIVE TAGS

A tag after an imperative clause softens the imperative a little. The tag verb is most commonly *will* but we can also use *would*, *could*, *can* and *won't*:

- ✓ *Turn the TV down, **will you?***
- ✓ *Don't shout, **will you?** I can hear you perfectly well.*
- ✓ *Come here a minute, **can you?***

After the imperative with *let's*, we can use *shall* in the tag:

- ❖ *Let's have some lunch now, **shall we?***

STATEMENT TAGS

We can use a statement tag to emphasise or reinforce an affirmative statement. The tag is also affirmative. They typically invite the listener to agree or sympathise in some way, or to offer a parallel comment. Statement tags are very informal:

A: *I will win this competition, I will.*

B: *I know it*

When the main clause has a pronoun subject, a statement tag can have a noun as the subject instead of a pronoun:

A: *She could won some money last week, **Catherine would.***

B: *Really?*

A: *Yeah.*

UNIVERSAL TAGS: RIGHT, YEAH

We can use *right* and *yeah* in very informal situations instead of question tags:

A: *So, you won't be coming with us tonight, **right?***

B: *No, I'm too busy. Sorry.*

A: *They'll be here about 4.30, **yeah?***

B: *Yeah. That's what they said. or (less informally) They'll be here*

about 4.30, won't they/will they?

(“Tags” from English Grammar Today © Cambridge University Press.)

Sumber: <http://dictionary.cambridge.org/grammar/british-grammar/tags>

2. COMMANDS

GIVING COMMANDS

We often use an imperative in commands, and we also use *must*. They both sound very direct:

[in class]

- *You **must** wear a coat. It's raining.*

There are a number of ways of making commands sound more polite. We can add *please* at the end of what we say, or we can use a question form to make a command sound more like a request, or we can use *I'd like you to* + infinitive or *I'd be grateful if you'd* + infinitive without *to*:

[a boss to an assistant]

- ✓ ***Will you** bring us the files on the Hanley case please, Maria?*
- ✓ ***I'd like you to bring** us four coffees at eleven when we take a break in the meeting.*
- ✓ ***I'd be grateful if you didn't tell** anyone about this.*

PUBLIC NOTICES

Public notices often give direct commands using *no*, *do not* or *must*:

SPOKEN ENGLISH:

In speaking, we often use the present simple when we are giving instructions and demonstrations, and we say *like so* meaning 'like this':

- ***You fold** the A4 piece of paper **like so**. Then **you glue** some shapes onto this side and **sprinkle** some glitter on it **like so**.*

Sumber:

<http://dictionary.cambridge.org/grammar/british-grammar/commands-and-instructions>

3 CONDITIONALS

CONDITIONALS: IMAGINED SITUATIONS

Conditional sentences consider imagined or uncertain situations and the possible results of these situations. The most common types of conditional sentences involve *if*:

- ✓ [imagined situation] *If I get the job in Milan, [result] I'll be pretty happy.*
- ✓ [outcome] *We'll have the party in the garden [imagined situation] **as long as** it doesn't rain. (or ... if it doesn't rain. or ... on condition that it doesn't rain.)*

CONDITIONAL SENTENCES:

Conditional sentences consist of a conditional clause and a main clause:

- ❖ [conditional clause] *If a lot of people come, [main clause] we'll have to get extra chairs.*
- ❖ [conditional clause] ***Unless** you book weeks in advance, [main clause] you won't get a flight.*


The verb in the conditional clause reflects the speaker's point of view on whether the imagined situation is likely or impossible:

- ✓ *If you **win** the next match, **will** you be in the semi-final?* (present simple + *will* indicates the speaker thinks winning the match is possible or likely)
- ✓ *If I **won** a million pounds, I **would give** this job up tomorrow!* (past simple + *would* indicates the speaker thinks winning a million pounds is not likely to happen)
- ✓ *If we **had won** the competition, we **would have had** a free trip to Moscow.* (past perfect + *would have* refers to an impossible condition – the event did not happen)

ORDER OF CLAUSES

Conditional clauses usually come before main clauses but they may also come after them:

- *If you see Dora, will you give her a message?* (conditional clause first; a comma is normally used in writing)



Kegiatan Pembelajaran 2

- *I'll go to Bristol tomorrow **if the weather is good**.* (conditional clause second; a comma is not normally used in writing)

VERB FORMS IN THE CONDITIONAL CLAUSE

The verb in the conditional clause may be in the simple form or the continuous form, depending on the meaning:

- *If you **owe** money, you must pay it back immediately.* (simple)
- *If you're **feeling** hungry, we can go and get something to eat.* (continuous)
- *If he **had** time, he always called in to see us.* (simple)
- *If they **were working**, we always tried not to disturb them.* (continuous).

(“Conditionals” from English Grammar Today © Cambridge University Press.)

CONDITIONALS: OTHER EXPRESSIONS

(UNLESS, SHOULD, AS LONG AS)

UNLESS

Conditional clauses can begin with *unless*. *Unless* means something similar to ‘if ... not’ or ‘except if’.

The verb forms in the examples are similar to sentences with *if*: we use the present simple in the *unless*-clause and *shall, should, will, would, can, could, may* or *might* in the main clause:

- ***Unless I phone** you, you **can** assume the train's on time.*
(If I do not phone you /except if I phone you, you can assume the train is on time.)
- *We'll have to cancel the show **unless** we **sell** more tickets at the last minute.* (We'll have to cancel the show if we do not sell more tickets/except if we sell more tickets at the last minute.)

WARNING:

We don't use *unless* for impossible conditions:

- *If the government had **not** raised food prices, there would not have been so many protests.*

Not: ~~Unless the government had raised food prices ...~~

We don't use *unless* and *if* together:

- *We'll go to the coast tomorrow **unless** it rains.*

Not: ~~We'll go to the coast tomorrow unless if it rains.~~

SHOULD YOU (SHOULD WITH INVERSION):

In formal situations, we can use *should* + subject (s) + verb (v) instead of *if*:

- ❖ ***Should you** wish to cancel your order, please contact our customer service department on 02317 6658932. (or If you should wish to cancel your order ...)*
- ❖ ***Should your child** become anxious or nervous about any activity, it is a good idea to inform the team-leader. (or If your child should become ...)*

HAD YOU (HAD WITH INVERSION)

In formal situations, we can use *had* + subject + verb instead of *if* in third conditional sentences:

- ***Had I** known you were waiting outside, I would have invited you to come in.
(If I had known you were waiting outside ...)*
- ***Had Margaret** realised she would be travelling alone, she would never have agreed to go.*

IF + WERE TO

In formal situations, we can use *if* + *were to* when we talk about things that might happen but which we think are unlikely:

- ***If the Prime Minister were to** resign, there would have to be a general election within 30 days.*

In even more formal styles, we use *were* + subject-verb inversion + *to*-infinitive:

- ✓ [V] ***Were [S]we [to -INF] to give up** the fight now, it would mean the end of democracy in our country. (If we gave up the fight now ...)*



Kegiatan Pembelajaran 2

- ✓ [V] **Were** [S] **the economy** [to -INF] **to slow down** too quickly, there would be major problems. (If the economy slowed down too quickly...)

MODAL WORDS AND EXPRESSIONS

There are a number of other words and expressions in English, apart from the main modal verbs, which also express modal meanings.

Here are some examples:

Tabel 27 Modal Verbs

modal form	example
noun	There is a possibility of snow this evening.
adjective	It's clear that the Prime Minister is worried about education.
adverb	I'm certainly not fed up with it.

OTHER MODAL WORDS

Apart from modal verbs, there are a lot of words which also express modality. They are words which express degrees of certainty or obligation.

EXPRESSING DEGREES OF CERTAINTY

Adjectives: *possible, probable, certain, sure, likely, unlikely, definite, clear, obvious*

Adverbs: *possibly, probably, certainly, surely, definitely, clearly, obviously*

EXPRESSING DEGREES OF OBLIGATION

Adjectives: *necessary, compulsory, obligatory, essential*

Adverbs: *necessarily, perhaps, maybe*

[on the phone]

- ✓ Is it **possible** to ring us back when my husband is home?
(or Can/could you (possibly) ring us back when my husband is home?)
- ✓ I'm thinking of **possibly** buying a house now.
(I might buy a house.)



[talking about a computer]

A: *It's a good machine.*

B: *Yeah. It **certainly** is.* (I agree completely.)

Necessarily is often used with *not*.

*Erm I met Gary in Wales when I was at university there and we ideally wanted to stay in Wales. **Not necessarily** in South Wales.* (not obligatory – it can be South Wales or in another part of Wales)

FUTURE: BE GOING TO (I AM GOING TO WORK)

BE GOING TO: FORM

We use *be going to* + the base form of the verb:

*I'm **going to** take a few exams at the end of the year.*

*It's **going to** be difficult to get a job during the summer as the tourist industry is suffering from the economic downturn.*

BE GOING TO: USES

Be going to is commonly used in informal styles.

INTENTIONS

We use *be going to* to talk about future plans and intentions. Usually the decision about the future plans has already been made:

- *She's **going to** be a professional dancer when she grows up.*
- *I'm **going to** look for a new place to live next month.*

PREDICTIONS

We use *be going to* to predict something that we think is certain to happen or which we have evidence for now:

- ✓ *It's **going to** snow again soon.*
(The speaker can probably see dark snow clouds.)
- ✓ *Look out! He's **going to** break that glass.*

COMMANDS

We use *be going to* when we give commands or state that something is obligatory:

[parent to a child]

*You're **going to** pick up all of those toys right now. This room is a mess!*

GONNA (INFORMAL CONTEXTS)

Spoken English:

We use *gonna* /*ɡənə*/ instead of *going to* in informal contexts, especially in speaking and in song lyrics. We write *gonna* to show how to pronounce it:

- *Are you **gonna** try and get stuff sorted as soon as you can then?* (Are you going to try and get things organized as soon as you can?)
- *One day I'm **gonna** be a star.*

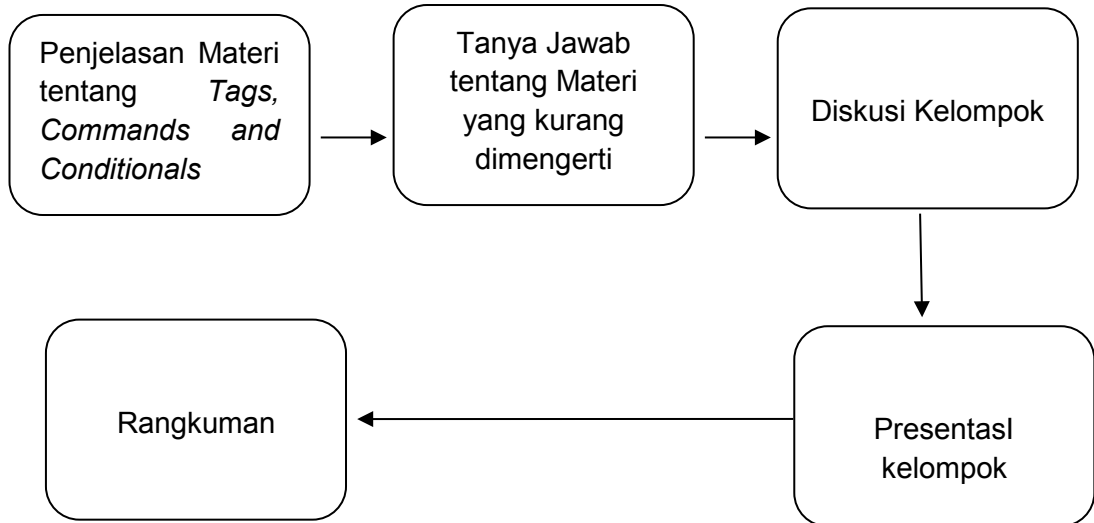
BE GOING TO OR WILL?

Will is often used in a similar way to *be going to*. *Will* is used when we are talking about something with absolute certainty. *Be going to* is used when we want to emphasise our decision or the evidence in the present:

[An 'A' road is a main road. A 'B' road is a smaller road.]

- ✓ *We are now very late so we're **going to** take the 'B' road.* (the speaker refers to the present and emphasises the decision)
- ✓ *I know the 'B' road **will** be quicker at this time of day.* (the speaker states a fact)

D. Aktivitas Pembelajaran



Gambar 5 Alur Kegiatan Pembelajaran 2

LK 2.1 Group Discussion: TM or/and In

Work in a pair or a group of three to make a dialogue in a class setting using conditional, future meaning (be going to/will) and expressing degree of certainty like possible or possibly.

LK 2.2 Designing a class assignment using Modality, on the job learning (ON)

Design an assignment, 10 item – completion, using modality (tags; commands and conditionals) for your students to complete a dialogue about persuading to go to a certain tourist spot. On the next ON session, swap your work with your friend and criticize your friend's work based on the weaknesses and the strengths.

E. Latihan

LK 2.3 Exercise 7, In service learning 1 (IN-1)

1. You won't hurt me,...you?

- | | |
|----------|-----------|
| A. won't | C. would |
| B. will | D. do you |

2. If Ithe teacher competence test, I wouldn't be here.

- | | |
|-----------|------------------|
| A. pass | C. had passed |
| B. passed | D. hadn't passed |

3. Do not litter!

The prohibition has the same meaning with...

- | | |
|------------------------------|---------------------------|
| A. You don't have to litter. | C. You must not litter. |
| B. You can not litter. | D. You should not litter. |

4. I will follow you ...you are in the right path.

- | | |
|---------------|----------|
| A. unless | C. As if |
| B. as long as | D. while |

5. If the government were to apply the new curriculum, teachers would not be ready yet.

The sentence has the same meaning with...

- | |
|---|
| A. The teacher was not ready to apply the curriculum. |
| B. The government didn't apply the curriculum. |
| C. The teacher was ready to apply the new curriculum because the government had applied it earlier. |
| D. Were the government to apply the new curriculum earlier, the teacher would not be ready yet. |

LK 2.4 Test Item Analysis, on the job learning (ON)

Go to the one of the “Latihan” sections of each “Kegiatan Pembelajaran” in this modul, then put the items into two the appropriate categories by completing this following grid.

No	Item Code	Category		Reasons
		Hots	Lots	

LK 2.5 Pengembangan Penilaian Berbasis Kelas Soal *Other Modality* (Tag; Commands and Conditionals), on the job learning (On) & In Service Learning (In-1)

Prosedur Kerja

1. Bacalah kegiatan pembelajaran 1, Modul Pedagogis Kelompok Kompetensi H tentang Penilaian Pembelajaran.
2. Pelajari kisi-kisi yang dikeluarkan oleh Kementerian Pendidikan dan Kebudayaan seperti pada tabel berikut ini:

Kisi kisi Bahasa Inggris SMP dan sederajat:

Tabel 28 Kisi-Kisi Bahasa Inggris SMP

Level Kognitif	Lingkup Materi		
	Fungsi Sosial	Struktur Teks	Unsur Kebahasaan
Pengetahuan dan Pemahaman Mengidentifikasi	Siswa dapat mengidentifikasi aspek aspek fungsi sosial: – topik/isu/masalah – tujuan/fungsi/pesan – latar belakang/alasan – akibat/dampak/manfaat	Siswa dapat mengidentifikasi keterkaitan makna antar bagian-bagian dalam teks: – pandangan/maksud/pendapat yang menjadi ide utama – rincian argumentasi,	Siswa dapat mengidentifikasi unsur kebahasaan yang terkait dengan isi teks berikut ini: – persamaan kata – <i>word order</i> – <i>artikel</i> ,

Kegiatan Pembelajaran 2

Level Kognitif	Lingkup Materi		
	Fungsi Sosial	Struktur Teks	Unsur Kebahasaan
	<ul style="list-style-type: none"> - sikap/nilai yang diusung - peran dan fungsi pembicara/penulis - peran dan fungsi pendengar/pembaca - konteks penggunaan (a.l. tempat, waktu, situasi, dsb). 	<ul style="list-style-type: none"> rincian langkahlangkah, rincian peristiwa, rincian deskripsi, rincian unsur-unsur teks - plot, alur pikiran - referensi makna. 	<ul style="list-style-type: none"> <i>demonstrative, possessive pronoun</i> - <i>agreement dan number</i> - <i>tense</i> - <i>passive voice</i> - referensi gramatika - kata sambung - preposisi
Aplikasi Membandingkan Mengklasifikasi Menjelaskan	<p>Siswa dapat membandingkan mengklasifikasi, menjelaskan aspek-aspek fungsi sosial:</p> <ul style="list-style-type: none"> - topik/isu/masalah - tujuan/fungsi/pesan - latar belakang/alasan - akibat/dampak/manfaat - sikap/nilai yang diusung peran dan fungsi pembicara/penulis - peran dan fungsi pendengar/pembaca - konteks penggunaan (a.l. tempat, waktu, situasi, dsb) 	<p>Siswa dapat membandingkan mengklasifikasi, menjelaskan keterkaitan makna antar bagian-bagian dalam teks:</p> <ul style="list-style-type: none"> - pandangan, maksud, pendapat yang menjadi ide utama - rincian argumentasi, rincian langkahlangkah, rincian peristiwa, rincian deskripsi - plot, alur pikiran - referensi makna. 	<p>Siswa dapat membandingkan, mengidentifikasi, menjelaskan unsur kebahasaan yang terkait dengan isi teks berikut ini:</p> <ul style="list-style-type: none"> - persamaan kata - <i>word order</i> - <i>artikel, demonstrative, possessive pronoun</i> - <i>agreement dan number</i> - <i>tense</i> - <i>passive voice</i> - <i>referensi gramatika</i> - <i>kata sambung</i> - <i>preposisi</i> - <i>modal</i> - <i>kalimat conditional</i> - konstruksi derivative
Penalaran Menyimpulkan Merinci perbedaan/persamaan Menganalisis	<p>Siswa dapat menyimpulkan, merinci perbedaan/persamaan, menganalisis aspek-aspek fungsi sosial:</p> <ul style="list-style-type: none"> - topik/isu/masalah - tujuan/fungsi/pesan - latar belakang/alasan - akibat/dampak/manfaat - sikap/nilai yang diusung peran dan fungsi pembicara/penulis - peran dan fungsi pendengar/pembaca - konteks penggunaan 	<p>Siswa dapat menyimpulkan, memerinci perbedaan/persamaan keterkaitan makna antar bagian-bagian dalam teks:</p> <ul style="list-style-type: none"> - pandangan, maksud, pendapat yang menjadi ide utama - rincian argumentasi, rincian langkahlangkah, rincian peristiwa, rincian deskripsi - plot, alur pikiran - referensi makna 	<p>Siswa dapat menyimpulkan, memerinci perbedaan/persamaan, menganalisis keterkaitan makna antar bagian-bagian dalam unsur kebahasaan yang terkait dengan isi teks berikut ini:</p> <ul style="list-style-type: none"> - persamaan kata - <i>word order</i> - <i>artikel, demonstrative, possessive pronoun</i> - <i>agreement dan number</i> - <i>tense - passive voice</i>

Level Kognitif	Lingkup Materi		
	Fungsi Sosial	Struktur Teks	Unsur Kebahasaan
	(a.l. tempat, waktu, situasi, dsb)		<ul style="list-style-type: none"> - referensi gramatika - kata sambung - preposisi - modal - kalimat conditional - konstruksi derivative - kalimat, frasa, ungkapan simpulan

3. Buatlah kisi-kisi soal UN/USBN pada lingkup materi *Other Modality* sesuai format berikut. (Sesuaikan dengan kurikulum yang berlaku di sekolah anda)

KISI-KISI PENULISAN SOAL TES PRESTASI AKADEMIK

A. Kurikulum 2006

Jenis Sekolah : SMP/MTs
Mata Pelajaran : Bahasa Inggris

Tabel 29 Kisi-Kisi Soal Kurikulum 2016

No. Urut	Standar Kompetensi	Kompetensi Dasar	Bahan Kelas	Materi	Indikator	Bentuk Soal
1				Other Modality		PG Level Pengetahuan dan Pemahaman
2				Other Modality		PG Level Aplikasi
3				Other Modality		PG Level Penalaran
4				Other Modality		Esay Level Pengetahuan dan Pemahaman
5				Other Modality		Esay Level Aplikasi
6				Other Modality		Esay Level Penalaran

B. Kurikulum 2013

Jenis Sekolah : SMP/MTs
 Mata Pelajaran : Bahasa Inggris

Tabel 30 Kisi-Kisi Soal Kurikulum 2013

No. Urut	Kompetensi Dasar	Bahan Kelas	Materi	Indikator	Bentuk Soal
1			Other Modality		PG Level Pengetahuan dan Pemahaman
2			Other Modality		PG Level Aplikasi
3			Other Modality		PG Level Penalaran
4			Other Modality		Esay Level Pengetahuan dan Pemahaman
5			Other Modality		Esay Level Aplikasi
6			Other Modality		Esay Level Penalaran

- Berdasarkan kisi-kisi diatas, buatlah soal UN/USBN pada lingkup materi *Other Modality*.
- Kembangkan soal-soal yang sesuai dengan konsep HOTS.
- Kembangkan soal Pilihan Ganda (PG) dan uraian masing-masing sebanyak 3 butir soal.

KARTU SOAL	
Jenjang	: Sekolah Menengah Pertama
Mata Pelajaran	: Bahasa Inggris
Kelas	:
Kompetensi	:
Level	: Pengetahuan dan Pemahaman
Materi	: Other Modality
Bentuk Soal	:
BAGIAN SOAL DISINI	
Kunci Jawaban	:

KARTU SOAL	
Jenjang	: Sekolah Menengah Pertama
Mata Pelajaran	: Bahasa Inggris
Kelas	:
Kompetensi	:
Level	: Aplikasi
Materi	: Other Modality
Bentuk Soal	:
BAGIAN SOAL DISINI	
Kunci Jawaban	:

KARTU SOAL	
Jenjang	: Sekolah Menengah Pertama
Mata Pelajaran	: Bahasa Inggris
Kelas	:
Kompetensi	:
Level	: Penalaran
Materi	: Other Modality
Bentuk Soal	:
BAGIAN SOAL DISINI	
Kunci Jawaban	:

F. Rangkuman

TAGS

Tags are either questions, statements or imperatives added to a clause to invite a response from the listener. Tags consist of one of the auxiliary verbs *be*, *do* or *have*, or the main verb *be*, or a **modal** verb, plus a subject, which is most commonly a pronoun.

Tabel 31 Tags, Commands and Conditionals

TYPES	FORM
<p>TYPE 1</p> <p>The first type of question tag consists of an affirmative main clause and a negative tag, or a negative main clause and an affirmative tag. Negative tags are most commonly used in the contracted form:</p> <ul style="list-style-type: none"> • <i>She can handle the problem, can't she?</i> • <i>He won't come to this meeting, will he?</i> 	<p>IMPERATIVE TAGS</p> <p>A tag after an imperative clause softens the imperative a little. The tag verb is most commonly <i>will</i> but we can also use <i>would</i>, <i>could</i>, <i>can</i> and <i>won't</i>:</p> <ul style="list-style-type: none"> • <i>Turn the TV down, will you?</i> • <i>Don't shout, will you? I can hear you perfectly well.</i>
	<p>STATEMENT TAGS</p> <p>We can use a statement tag to emphasise or reinforce an affirmative statement. The tag is also affirmative. They typically invite the listener to agree or sympathise in some way, or to offer a parallel comment. Statement tags are very informal:</p> <ul style="list-style-type: none"> • <i>I will win this competition, I will.</i> • <i>She could won some money last week, Catherine would</i>

TYPES	FORM
<p>TYPE 2</p> <p>The second type of question tag consists of an affirmative main clause and an affirmative tag:</p> <ul style="list-style-type: none"> • [main clause] You should attend the English class, [tag] should you? • She must confirm her presence, must she? 	<p>UNIVERSAL TAGS</p> <p>We can use <i>right</i> and <i>yeah</i> in very informal situations instead of question tags:</p> <ul style="list-style-type: none"> • <i>So, you won't be coming with us tonight, right?</i> • <i>They'll be here about 4.30, yeah?</i>

GIVING COMMANDS

We use **must** as an imperative in commands,

- ✓ You **must** wear a coat. It's raining.

To make commands sound more polite **Will** is used and **please** is added at the end of what we say

- ✓ **Will you** bring us the files on the Hanley case please, Maria?

Public notices often give direct commands using **no**, **do not** or **must**:


CONDITIONALS

Conditional sentences consider imagined or uncertain situations and the possible results of these situations. The most common types of conditional sentences involve **if**:

- ✓ [imagined situation] **If** I get the job in Milan, [result] I'll be pretty happy.
- ✓ [outcome] We'll have the party in the garden [imagined situation] **as long as** it doesn't rain. (or ... if it doesn't rain. or ... on condition that it doesn't rain.)

CONDITIONAL SENTENCES:

Conditional sentences consist of a conditional clause and a main clause:



Kegiatan Pembelajaran 2

- ✓ [conditional clause] **If** a lot of people come, [main clause]we'll have to get extra chairs.
- ✓ [conditional clause] **Unless** you book weeks in advance, [main clause] you won't get a flight.

G. Umpan Balik dan Tindak Lanjut

Sebagai refleksi pembelajaran/umpan balik jawablah pertanyaan berikut:

1. Setelah menyimak materi di atas, apakah Anda mendapatkan informasi baru mengenai *Modality (Tags, Commands, dan Conditionals in Context)*?
2. Apakah bahasan *Modality (Tags, Commands, dan Conditionals in Context)* di atas, cukup komprehensif ?
3. Apakah bahasan *Modality (Tags, Commands, dan Conditionals in Context)* di atas, menambah kepercayaan Anda untuk lebih mempraktikkan Bahasa Inggris bersama siswa Anda?

H. Penilaian Diri:

Bila Anda telah memahami alasan mengapa jawaban Anda salah pada lima soal latihan di atas, Anda boleh melanjutkan ke kegiatan belajar berikutnya.

Kegiatan Pembelajaran 3

The Use Of Modals In Texts

A. Tujuan

Setelah pelatihan, peserta mampu memahami penggunaan *modality* dalam aspek kebahasaan baik linguistik; wacana, sociolinguistik maupun strategis)

B. Indikator Pencapaian Kompetensi

1. Menggunakan *modality* (*The use of modals in texts: modals in interpersonal and transactional texts dan text types*) dalam berbagai kompetensi kebahasaan (linguistik, wacana, sociolinguistik, dan strategis).
2. Menentukan *modality* yang tepat sesuai konteks

C. Uraian Materi:

THE EXAMPLES OF THE USE OF MODALS IN INTERPERSONAL AND TRANSACTIONAL TEXT

Example 1

Student :Ma`am, I find difficulty to understand this material,

Could you give a favor?

*Teacher :Of course. But I **will** have a meeting in ten minutes. What about seeing me this afternoon after the break at 3 o'clock? **I am going to** show you the easiest one. Come on time, **will** you?*

Student : Thank you Ma'am. Certainly at 3 o'clock.

The use of *could* expressed by the students shows that the students want to be polite. The teacher expresses "I **will** have a meeting", it means the teacher has no plan to have the meeting in advance.



Kegiatan Pembelajaran 3

The teacher also says “***I am going to*** show you the easiest one.” to show that she/ he has got the well prepared plan since the teacher has the time and knows the strategy to help the student.

Example 2

Teacher: Excuse me, I think you shouldn't have used this room since school is under construction, so you **must not** use this room.

Students: We are so so sorry Ma'am. We are doing the reheashal for the competition tomorrow. Where **should** we go then?

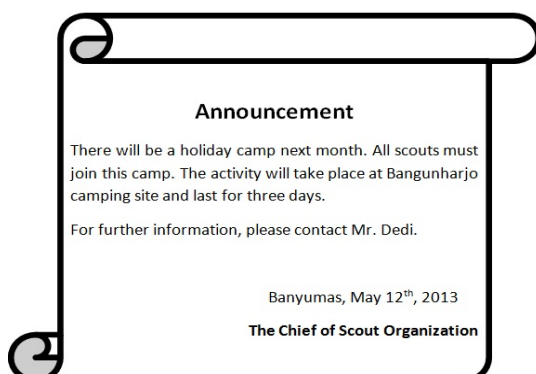
Teacher: If I were you, I **would** go to our sport centre for the rehearshal. It is more spacious and secluded. I'm sure you will have fun but you **have to** keep the room clean.

Students: Thank you, Ma`am.

The use of **must not** shows that the teacher does not permit the students to have activities near the constructed class. The students asked where they were permitted to handle their activities by expressing “where **should** we go then?”. The teacher gives recommendation by saying “If I were you, I **would** go to our sport centre for the rehearshal.” In addition, the teacher also gives a warning that the students **have to** keep the room clean.

THE EXAMPLES OF THE USE OF MODALS IN SHORT FUNCTIONAL TEXT

Example 1: The use of modal in an announcement



Source : <http://e-englishlab.blogspot.co.id/2011/01/short-functional-text-notices.html> down loaded on September 29, 2015



The word **will** in *There will be a holiday camp next month* shows the future meaning and introduces the event. The same as **will** in *The activity will take place at Bangunharjo camping site*. On the other hand, the word **must** in All scouts **must** join the camp tells the obligation.

LK 3.1 Analyzing the meaning of modals in text. On the Job Learning (On)

Directions:

1. Read out these following texts then underline the sentence with modals.
2. Identify the meaning constructed by the modals based on the context of the texts on page 124 – 130.
3. Write down your answer on a piece of paper as your On activity and put on the file of your portofolio.
4. Submit your work to your instructor when you get In-2 activity.

Example 2: The use of modals in personal letter

The transcript of Mr. Mandela's Letter to daughters Zeni and Zindzi, 23.6.69

My darlings,

Once again our beloved mummy has been arrested and now she and daddy are away in jail. My heart bleeds as I think of her sitting in some police cell far away from home, perhaps alone and without anybody to talk to, and with nothing to read. Twenty-four hours of the day longing for her little ones. It may be many months or even years before you see her again. For long you may live, like orphans, without your own home and parents, without the natural love, affection and protection mummy used to give you. Now you **will** get no birthday or Christmas parties, no presents or new dresses, no shoes or toys. Gone are the days when, after having a warm bath in the evening, you **would** sit at table with mummy and enjoy her good and simple food. Gone are the comfortable beds, the warm blankets and clean linen she used to provide. She **will** not be there to

Kegiatan Pembelajaran 3

arrange for friends to take you to bioscopes, concerts and plays, or to tell you nice stories in the evening, help you read different books and to answer the many questions you **would** like to ask. She **will** be unable to give you the help and guidance you need as you grow older and as new problems arise. Perhaps never again **will** mummy and daddy join you in House no. 8115 Orlando West, the one place in the whole world that is so dear to our hearts.

This is not the first time mummy goes to jail. In October 1958, only four months after our wedding, she was arrested with 2,000 other women when they protested against passes in Johannesburg and spent two weeks in jail. All that I wish you always to bear in mind is that we have a brave and determined mummy who loves her people with all her heart.

Taken from: <http://www.abc.net.au/news/2013-12-06/nelson-mandela-letters/2900788>

Example 3 : The use of modals in advertisement



Indonesia
International
Institute for
Life-Sciences

The Most International Life
Sciences Institute in Indonesia
Based on DIKTI license June 2013

I AM READY TO BECOME A SCIENTIST ARE YOU?

Open enrolment

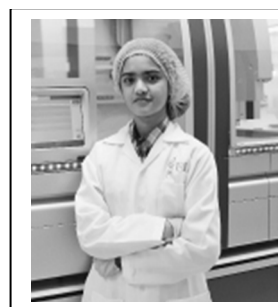
For undergraduate program 2015-2016





Sanjeevini Pertiwi

Biomedicine

Springfield International

ENTRANCE TEST
FEBRUARY 15, 2015



<p>I choose iBL because I believe this is the place where I can receive the best education and learn how to become a future leader in my field.</p> <p>By studying in iBL, it has presented me with the opportunities to engage with global researchers, a chance to work in top class laboratories and create important network which will help me with my future career.</p> <p>With the help of iBL, I hope I can achieve my dream of working at an international health institute as an infectious disease research expert with global competency.</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">  <p>Biomedicine</p> </div> <div style="text-align: center;">  <p>Food Technology</p> </div> <div style="text-align: center;">  <p>Biotechnology</p> </div> <div style="text-align: center;">  <p>Bioentrepreneurship</p> </div> </div>
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Open day
 February 14th 2015
 (12.00 pm- 5.00 pm)
 Jl. Pulomas Barat Kavling 88 Jakarta Timur, 13210, Indonesia
 06221 295 67899

Taken from Kompas , Februari 2015

Example 4 : The use of modals in Brochure

Gambar 6 Brochure

We encourage you to accompany your inspector, ask as many questions as you need to, and learn about your new home.

Make your home inspection one less thing that you have to worry about!

Call
SGARA ENGINEERING & HOME INSPECTION, INC.
today to schedule your home inspection.
973-377-3033

Reasons why you should choose
SGARA ENGINEERING & HOME INSPECTION, INC.

- Professional, Courteous, and Knowledgeable Service.
- Strives to educate buyer on operation and maintenance of components.
- Personalized Service (Calls will be returned after your inspection).
- Full Service.
- Comprehensive, Clear and Concise Report that you and your Attorney will understand.
- Competitive Pricing.
- Satisfaction Guaranteed.

SGARA ENGINEERING & HOME INSPECTION, INC.
Fully Insured
7 James Street
Florham Park, NJ
07932
Phone: 973-377-3033
Fax: 973-660-0743
e-mail: sgara@optonline.net

Your home inspection is very important to us. If we are unable to take your phone call, please leave a message, and we guarantee a response within that same day.

SGARA
Engineering & Home Inspection, Inc.
Phone
973-377-3033
Fax
973-660-0743
e-mail
sgara@optonline.net
www.sgara.com

Don't Judge Your Dream Home By It's Cover!

Michael Sgaramella, PE
President
NJ Home Inspector License
G1000281
Professional Engineer

Example 5 : The use of modals in warning

Gambar 7 Warning

Giving advice

WARNING
GLOVES AND MASKS SHOULD BE WORN WHEN WORKING IN THIS AREA

Source: <http://2.bp.blogspot.com> downloaded on November 11, 2015

THE EXAMPLE OF THE USE OF MODALS IN TYPE OF TEXT

1. The Use of Modals in Hortatory Exposition Text


Example 1

In advanced countries around the world, reading is encouraged in children from an early age. It is an essential thing for younger generations to compete in the global marketplaces of the future.

Based on the observation done in Indonesia, statistics show that the reading interest and reading habit in Indonesia still low. From 41 countries observed Indonesia was in the 39th than other ASEAN countries. It was approved by the study done by Vincent Greanary that the sixth grade of Elementary students' reading ability in Indonesia was at the last rank (51,7). In view of these statistics, it is obvious that Indonesians are not reading enough and steps **must** be taken to promote the reading habit.

For one thing, the reading habit has to be cultivated from a young age. Children **must** be made aware that reading **can** expand the imagination, improve vocabulary and increase knowledge. From this stepping stone, children **should** grow to appreciate reading as natural and not a chore.

Furthermore, parents should set the example by reading at home, be it newspaper, magazines or story books. Children **should** be brought up in an environment where books and other reading materials constitute part of their daily lives. Home libraries **could** also provide this conducive environment. All homes **should** have a library, no matter how small, to encourage family members to read and to make reading a passion. Children **should** also be given books as presents, taken regularly to bookshops and public libraries, and encourage to read during their leisure hours. Children **should** look upon books as ultimate prizes when they achieve excellent results in schools. In fact, libraries **should** be established in housing estates in town, and mobile libraries should travel to the rural areas. More reading campaigns **should** be organized at the state and districts level.



Kegiatan Pembelajaran 3

Undoubtedly, steps **should** also be taken to reduce the prices of imported books. The prices of such books have increased by as much as 40 percent and that puts them beyond the budget of the average Indonesian.

As the country is marching into the era of science and technology, it is necessary for all Indonesians, especially students, to gain greater knowledge and hone their thinking skills through reading. Therefore, it is certain beyond any doubt, that the reading habit has to be cultivated among Indonesians.

[Adapted from Focus SPM English]

Example 2

Boarding School Education

There are many arguments in favor of a boarding school education. Nevertheless, the boarding school is not always the best education institution for everyone.

At an early age interacting and communicating with people is very important for a child's personal life and can be especially helpful for his/her future. In a boarding school, shy children **can** take advantage of interaction through communal activities. The boarding school also offers a great variety of activities such as arts, sports, and music that allow children to demonstrate and develop specialized skills in their free time.

Furthermore, the structured way of life and strict rules at the boarding school **may** helps students to get used to a well ordered way of life. The manners and social skills **will** help them to become more responsible and confident, and to develop their talents in leadership. Professionally trained teachers and educators in the boarding school **can** offer excellent education without the parents' constant supervision.

In spite of these good points, it is not advisable to send a child to a boarding school if he/she is a dependent learner. A boarding school usually demands that student learn independently. In addition, the boarding school **should** not be

seen as a measure to solve inappropriate behavior or unsatisfactory study performance. Instead of improving, problematic children **may** close off their relationship with their peers and teachers.

In conclusion although a boarding school **may** provide good education to many children, it is not recommended for those who are strongly attached to their families. They **may** become frustrated and socially isolated.

2. The Use of Modals in Discussion Text

Example 1


5. Balancing High School and Part-Time Work

You have to consider a number of factors when deciding whether or not to get a job. The important thing is to arm yourself with as much information as possible, so you **can** figure out what choice makes the most sense for you.

If you are considering working part-time, schedule a meeting with your school counselor to discuss this move. Talk to your counselor about why you want to work and what type of position you're seeking. Simply explaining your goals to someone else **can** help you make decisions and figure out your priorities.

School work, including homework and studying for tests, should always be your top priority. "The activities and courses students choose vary considerably, so it's important for young people to keep their individual situations clearly in mind," says Brad McGowan, director of the Career Centre at Newton North High School in Massachusetts. Further, McGowan cautions students who do decide to work: "If you are rushing through your assignment or not studying enough for tests because of work, it's time to cut back or quit and find a less time-consuming job." He adds, "Students **should** always let their employers know what their time limits are." If you are being pressured to work more hours than you **can** handle, you **need to** find a new place to work. You also **need to** make sure that a job **won't** prevent you from getting enough rest.

Adapted from: <http://www.collegeboard.com>



Kegiatan Pembelajaran 3

Example 2

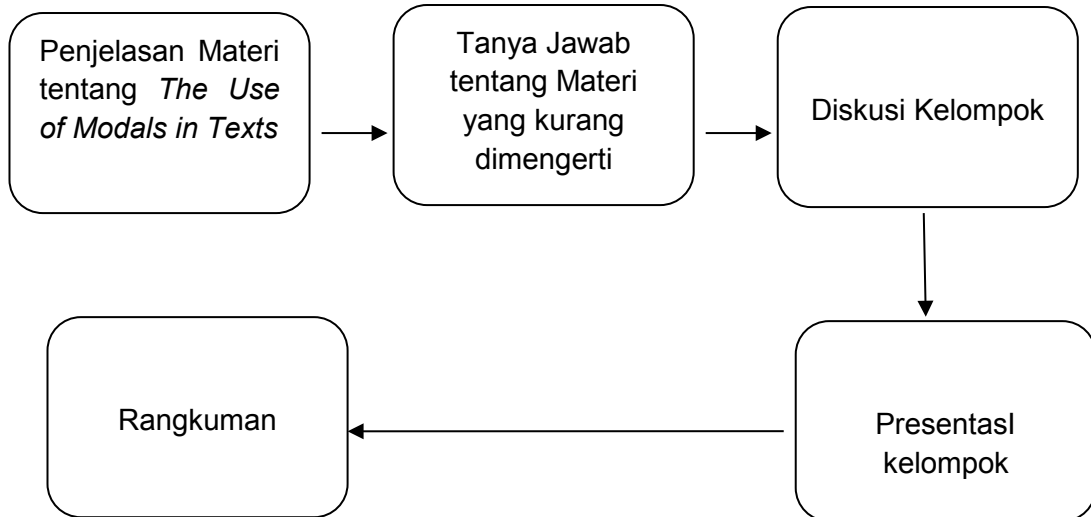
What do you think about home schooling? Do you think it's a good idea concerning socialization and all? Believed to be first introduced in the U.S. decades ago, home schooling is now mushrooming in the country. This phenomenon seems to be in response to the fact that children's rights are sidelined in the arena of formal education. As an alternative education system, home schooling **could** become a popular choice for children of school age

Home schooling provides kids with educational opportunities that traditional public schooling has not provided. It offers a refreshing system by which students are encouraged to be creative and express themselves. Students **will** discover the thrill and sense of accomplishment that self-initiated learning can bring.

On the other hand, some people believe that home schooling **can** be inefficient and expensive. Students' social life is, indeed, something to be concerned about in home schooling education. Most school districts make sincere attempts to keep their home schooled students active participants in the social, athletic, and extracurricular life of the school.

It is strongly recommended that parents contact home schooling resource that **may** be able to put them in touch with kids who have gone through home schooling and those who are currently being home schooled. Talking with them **would** be a great way for parents to make a more informed decision about their kids' education.

D. Aktivitas Pembelajaran



Gambar 8. Alur Kegiatan Pembelajaran 3

LK 3.2 Group Work, in service learning (IN-2)

Work in a group of three or four, find out one of the functional texts then identify any modality and determine the meaning through the context and present your work to the class.

LK 3.3 Modality in text, on the job learning (ON)

Find out a review text then describe the teaching strategy and the evaluation for your students by giving five MC test item with four options. In next IN-2 session, swap your work with your colleague for peer correction.

E. Latihan

LK 3.4 Exercise 8, in learning service (IN-2)

Fill in the blanks with suitable modal verbs.

- A : I was wondering if I _____(1) borrow the company van for a fundraiser this weekend.
 A : It is in the park downtown.
 B : _____(3) you need it for both Saturday and Sunday?
 A : We _____(4) need it for Saturday only.
 B : I think that _____(5) be OK. Who will be driving it?
 A : Mary and I _____(6) be driving the van.



Kegiatan Pembelajaran 3

- B** : _____(7) you drop it off on Sunday night?
A : Yes, we _____(8) do that. Can we borrow the chairs from the lunchroom also?
B : Yes, that _____(9) be fine. Just make sure that everything is returned by Sunday night.
A : No problem, you _____ (10) count me.

- | | |
|--------------------------|----------------------|
| 1. A. would
B. should | C. could
D. might |
| 2. A. could
B. might | C. shall
D. would |
| 3. A. might
B. can | C. may
D. would |
| 4. A. can
B. may | C. will
D. should |
| 5. A. might
D. can | C. may
D. would |
| 6. A. can
B. shall | B. will
D. may |
| 7. A. could
B. should | B. may
D. might |
| 8. A. can
B. shall | B. will
D. may |
| 9. A. might
D. can | C. may
D. Would |
| 10. A. would
B. can | C. will
D. could |





II. What is the function of modal verb in this:

1. Warning



2. Advertisement



LK 3.5 Pengembangan Soal *Modality in texts*, on the job learning (On) & In Service Learning (In-1)

Prosedur Kerja

1. Bacalah kegiatan pembelajaran 1, Modul Pedagogis Kelompok Kompetensi H tentang Penilaian Pembelajaran.
2. Pelajari kisi-kisi yang dikeluarkan oleh Kementerian Pendidikan dan Kebudayaan seperti pada tabel berikut ini:

Kisi kisi Bahasa Inggris SMP dan sederajat:

Tabel 32 Kisi-kisi Bahasa Inggris SMP

Level Kognitif	Lingkup Materi		
	Fungsi Sosial	Struktur Teks	Unsur Kebahasaan
Pengetahuan dan Pemahaman Mengidentifikasi	Siswa dapat mengidentifikasi aspek aspek fungsi sosial: <ul style="list-style-type: none"> – topik/isu/masalah – tujuan/fungsi/pesan – latar belakang/alasan – akibat/dampak/manfaat – sikap/nilai yang 	Siswa dapat mengidentifikasi keterkaitan makna antar bagian-bagian dalam teks: <ul style="list-style-type: none"> – pandangan/maksud/pendapat yang menjadi ide utama – rincian argumentasi, rincian langkahlangkah, rincian peristiwa, 	Siswa dapat mengidentifikasi unsur kebahasaan yang terkait dengan isi teks berikut ini: <ul style="list-style-type: none"> – persamaan kata – <i>word order</i> – <i>artikel</i>, <i>demonstrative</i>, <i>possessive pronoun</i> – <i>agreement</i>



Kegiatan Pembelajaran 3

Level Kognitif	Lingkup Materi		
	Fungsi Sosial	Struktur Teks	Unsur Kebahasaan
	<p>diusung</p> <ul style="list-style-type: none"> – peran dan fungsi pembicara/penulis – peran dan fungsi pendengar/pembaca – konteks penggunaan (a.l. tempat, waktu, situasi, dsb.) 	<p>rincian deskripsi, rincian unsur-unsur teks</p> <ul style="list-style-type: none"> – plot, alur pikiran – referensi makna. 	<p><i>dan number</i></p> <ul style="list-style-type: none"> – <i>tense</i> – <i>passive voice</i> – referensi gramatika – kata sambung – preposisi
<p>Aplikasi Membandingkan Mengklasifikasi Menjelaskan</p>	<p>Siswa dapat membandingkan mengklasifikasi, menjelaskan aspek-aspek fungsi sosial:</p> <ul style="list-style-type: none"> – topik/isu/masalah – tujuan/fungsi/pesanan – latar belakang/alasan – akibat/dampak/manfaat – sikap/nilai yang diusung peran dan fungsi pembicara/penulis – peran dan fungsi pendengar/pembaca – konteks penggunaan (a.l. tempat, waktu, situasi, dsb) 	<p>Siswa dapat membandingkan. mengklasifikasi, menjelaskan keterkaitan makna antar bagian-bagian dalam teks:</p> <ul style="list-style-type: none"> – pandangan, maksud, pendapat yang menjadi ide utama – rincian argumentasi, rincian langkahlangkah, rincian peristiwa, rincian deskripsi – plot, alur pikiran – referensi makna. 	<p>Siswa dapat membandingkan, mengidentifikasi, menjelaskan unsur kebahasaan yang terkait dengan isi teks berikut ini:</p> <ul style="list-style-type: none"> – persamaan kata – <i>word order</i> – <i>artikel, demonstrative, possessive pronoun</i> – <i>agreement dan number</i> – <i>tense</i> – <i>passive voice</i> – <i>referensi gramatika</i> – <i>kata sambung</i> – <i>preposisi</i> – <i>modal</i> – <i>kalimat conditional</i> – konstruksi derivative
<p>Penalaran Menyimpulkan Merinci perbedaan/persamaan Menganalisis</p>	<p>Siswa dapat menyimpulkan, merinci perbedaan/persamaan, menganalisis aspek-aspek fungsi sosial:</p> <ul style="list-style-type: none"> – topik/isu/masalah – tujuan/fungsi/pesanan 	<p>Siswa dapat menyimpulkan, memerinci perbedaan/persamaan keterkaitan makna antar bagian-bagian dalam teks:</p> <ul style="list-style-type: none"> – pandangan, maksud, pendapat yang menjadi ide 	<p>Siswa dapat menyimpulkan, memerinci perbedaan/persamaan, menganalisis keterkaitan makna antar bagian-bagian dalam unsur kebahasaan yang terkait dengan isi teks</p>

Level Kognitif	Lingkup Materi		
	Fungsi Sosial	Struktur Teks	Unsur Kebahasaan
	<ul style="list-style-type: none"> – latar belakang/alasan – akibat/dampak/manfaat – sikap/nilai yang diusung peran dan fungsi pembicara/penulis – peran dan fungsi pendengar/pembaca – konteks penggunaan (a.l. tempat, waktu, situasi, dsb) 	<ul style="list-style-type: none"> utama – rincian argumentasi, rincian langkahlangkah, rincian peristiwa, rincian deskripsi – plot, alur pikiran – - referensi makna 	berikut ini: <ul style="list-style-type: none"> – persamaan kata – <i>word order</i> – <i>artikel, demonstrative, possessive pronoun</i> – <i>agreement dan number</i> – <i>tense - passive voice</i> – referensi gramatika – kata sambung – preposisi – modal – kalimat conditional – konstruksi derivative – kalimat, frasa, ungkapan simpulan

3. Buatlah kisi-kisi soal UN/USBN pada lingkup materi *Other Modality* sesuai format berikut. (Sesuaikan dengan kurikulum yang berlaku di sekolah anda)

KISI-KISI PENULISAN SOAL TES PRESTASI AKADEMIK

A. Kurikulum 2006

Jenis Sekolah : SMP/MTs
Mata Pelajaran : Bahasa Inggris

Tabel 33 Kisi-kisi Soal Kurikulum 2006

No. Urut	Standar Kompetensi	Kompetensi Dasar	Bahan Kelas	Materi	Indikator	Bentuk Soal
1				Modality in texts		PG Level Pengetahuan dan Pemahaman
2				Modality in texts		PG Level Aplikasi
3				Modality in texts		PG Level Penalaran
4				Modality in texts		Esay Level Pengetahuan dan Pemahaman

Kegiatan Pembelajaran 3

No. Urut	Standar Kompetensi	Kompetensi Dasar	Bahan Kelas	Materi	Indikator	Bentuk Soal
5				Modality in texts		Esay Level Aplikasi
6				Modality in texts		Esay Level Penalaran

B. Kurikulum 2013

Jenis Sekolah : SMP/MTs

Mata Pelajaran : Bahasa Inggris

Tabel 34 Kisi-kisi Soal Kurikulum 2013

No. Urut	Kompetensi Dasar	Bahan Kelas	Materi	Indikator	Bentuk Soal
1			Modality in texts		PG Level Pengetahuan dan Pemahaman
2			Modality in texts		PG Level Aplikasi
3			Modality in texts		PG Level Penalaran
			Modality in texts		Esay Level Pengetahuan dan Pemahaman
			Modality in texts		Esay Level Aplikasi
			Modality in texts		Esay Level Penalaran

- Berdasarkan kisi-kisi diatas, buatlah soal UN/USBN pada lingkup materi *Modality in texts*.
- Kembangkan soal-soal yang sesuai dengan konsep HOTS.
- Kembangkan soal bentuk pilhan Ganda (PG) dan esay masing-masing sebanyak 3 butir soal.

KARTU SOAL	
Jenjang	: Sekolah Menengah Pertama
Mata Pelajaran	: Bahasa Inggris
Kelas	:
Kompetensi	:
Level	: Pengetahuan dan Pemahaman
Materi	: Modality in texts
Bentuk Soal	:
BAGIAN SOAL DISINI	
Kunci Jawaban	:

KARTU SOAL	
Jenjang	: Sekolah Menengah Pertama
Mata Pelajaran	: Bahasa Inggris
Kelas	:
Kompetensi	:
Level	: Aplikasi
Materi	: Modality in texts
Bentuk Soal	:
BAGIAN SOAL DISINI	
Kunci Jawaban	:



Kegiatan Pembelajaran 3

KARTU SOAL	
Jenjang	: Sekolah Menengah Pertama
Mata Pelajaran	: Bahasa Inggris
Kelas	:
Kompetensi	:
Level	: Penalaran
Materi	: Modality in texts
Bentuk Soal	:
BAGIAN SOAL DISINI	
Kunci Jawaban	:

F. Rangkuman

Modal verbs are used in interpersonal texts to show a dialogue where the tenors express **the request, promise, ability**, etc. Meanwhile, modal verbs are used in transactional texts to send the message that someone needs to get something done.

Student : Ma'am, I find difficulty to understand this material, **Could** you explain it?

Teacher : Of course. But I **will** do it in break time. **I am going to teach** now.

Student : Thank you Ma'am

Modal verbs are also used in short functional text such as ::

- Notice
- Announcement
- Brochure



- Short Message
- Label
- Etc.

In a certain text types, modality becomes one of the text language features that relates to its social function and generic structure. Hortatory exposition and discussion are two texts that one of their language function is the use of modal verbs since their social function is to persuade readers and listeners to agree with their ideas.

Example

If you want to advance in your career, you will have to make some careful decision about which jobs to take. Evaluate a job offer for the value it has to your career. It **may** mean sacrifice at first. You **may** have to move to a different region or a different country to get a job that is right for you. You **may** have to work late hours, at last temporarily. You **might** even have to take lower salary for job that offers you the experience that you need. But you **should** never accept a job if it is not related to your career goals.

Accepting a job that is not within your career path **will** not give you the training or experience you need or want. You **will** find yourself frustrated in such position and consequently **will** not perform your best. This **will** have an effect on the people around you who **will** not feel as if you are being a part of the team.

The best advice is to think carefully before accepting any position and make sure the job is the one you want to have.

G. Umpan Balik dan Tindak Lanjut

Sebagai refleksi pembelajaran/umpan balik jawablah pertanyaan berikut:

1. Setelah menyimak materi di atas, apakah Anda mendapatkan informasi baru mengenai *The use of modals in texts: modals in interpersonal and transactional texts dan text types*?
2. Apakah bahasan *The use of modals in texts: modals in interpersonal and transactional texts dan text types* di atas, cukup komprehensif ?



Kegiatan Pembelajaran 3

3. Apakah bahasan *The use of modals in texts: modals in interpersonal and transactional texts dan text types* di atas, menambah kepercayaan Anda untuk lebih mempraktikkan Bahasa Inggris bersama siswa Anda?

Penilaian Diri:

Bila Anda berhasil menjawab benar lebih dari tujuh soal latihan dan memahami alasan mengapa Anda menjawab salah maka Anda telah paripurna menyelesaikan modul professional KK B ini.

LK 3.5 Presentation and Confirmation, on the job learning (IN-2)

Diskusikan seluruh temuan, masalah berikut solusi terkait dengan modul KK B ini dalam kerja kelompok dan presentasikan hasil diskusi untuk mendapatkan umpan balik dari kelas. Seluruh hasil latihan dan tes formatif individu juga didiskusikan dengan menggunakan konfirmasi lembar jawaban berikut.

H. Penilaian Diri

Bila Anda telah menyelesaikan dengan baik semua tagihan dan latihan soal maka Anda boleh melanjutkan ke kajian kelompok kompetensi B pedagogik. Tetapi apabila masih ada tagihan ataupun soal yang belum terselesaikan, Anda harus menyelesaikannya sebelum melanjutkan ke kajian berikutnya.



Kunci Jawaban latihan/tugas:

KEGIATAN PEMBELAJARAN 1

Exercise 1 Ability:

- | | |
|------|-------|
| 1. B | 6. A |
| 2. B | 7. C |
| 3. C | 8. C |
| 4. A | 9. D |
| 5. C | 10. C |

Exercise 2 Advice:

- | | |
|------|-------|
| 1. C | 6. B |
| 2. B | 7. C |
| 3. C | 8. B |
| 4. D | 9. B |
| 5. D | 10. B |

Exercise 3 Necessity

- | | |
|------|-------|
| 1. B | 6. D |
| 2. C | 7. B |
| 3. A | 8. D |
| 4. B | 9. C |
| 5. D | 10. B |

Exercise 4 Request:

- | | |
|------|-------|
| 1. B | 6. B |
| 2. A | 7. D |
| 3. D | 8. A |
| 4. A | 9. A |
| 5. D | 10. B |

Exercise 5 Possibility

- | | |
|------|------|
| 1. A | 6. C |
| 2. C | 7. B |
| 3. A | 8. C |





Kunci Jawaban Latihan/Tugas

4. C 9. C
5. C 10. C

Exercise 6 Strong Possibility

1. A 6. C
2. A 7. D
3. B 8. C
4. B 9. D
5. A 10. D

EXERCISE 7

REVIEW MODALITY IN CONTEXT

- | | | |
|---------------|-------------------|------------------|
| 1. needn't | 6. Can; can't | 11. must |
| 2. mustn't | 7. Need | 12. May |
| 3. must; may | 8. Might | 13. need't |
| 4. could; can | 9. shouldn't; may | 14. Can; can't |
| 5. can; can | 10. mustn't | 15. Should; will |

KEGIATAN PEMBELAJARAN 2

H. Kunci Jawaban

1. A
2. B
3. C
4. B
5. B

KEGIATAN PEMBELAJARAN 3

- | | |
|------|-------|
| 1. C | 6. B |
| 2. D | 7. A |
| 3. D | 8. A |
| 4. C | 9. D |
| 5. D | 10. B |

- II. 1. a. Can = possibility
 b. should = command
 2. Will = certainty



Evaluasi

BAHASA INGGRIS

Petunjuk: Pilihlah jawaban yang benar dengan memberikan tanda silang pada huruf pilihan jawaban yang bersesuaian.

1.you check your email? I have sent the proposal about the school project.

A. should
B. may
C. must
D. would

2.



Volcanic fumes are hazardous to your health and can be life-threatening.

The use of modal verb CAN, means.....

A. possibility
B. certainty
C. warning
D. request

3. A good teacheridentify his students' characters to enable a meaningful and joyful learning process.

A. may
B. ought to
C. can
D. will

4. Woman: Sir, _____ I use the internet? My students need it to search information related to text types .

Man: Sure. You just need connect to this school wifi. You know the password, don't you?

A. must
B. may
C. should
D. might





Evaluasi

5. Building student reading habit is every teacher's obligation. The governmentforce teacher to do so.
A. is not to
B. cannot
C. shouldn't
D. may not
6. Motherstart to get upset if she sees her children don't finish their breakfast.
A. shall
B. will
C. must
D. may
7. Diana looked very confident. Shehave studied very hard before the examination.
A. would
B. shall
C. might
D. may
8. A teachers.....play his role as a learner in order to improve his teaching professionalism.
A. might
B. will
C. should
D. can
9. Educationnever be successful without good quality teachers.
A. may
B. can
C. must
D. shall
10. Most students have high motivation to achieve high result in the test. Teachersforce them to study too hard.
A. have to
B. need to
C. dare to
D. are not to
11. I see that every one in this room doesn't get along.you introduce yourself to each other?
A. Would
B. Shall
C. May
D. Should
12. Teachers are educators who.....create constructive environment for learning
A. are about to
B. are going to
C. are able to
D. are likely to



Evaluasi

KUNCI JAWABAN EVALUASI PROFESIONAL

1. D	11. A
2. A	12. C
3. C	13. A
4. B	14. C
5. A	15. B
6. B	16. D
7. D	17. C
8. C	18. A
9. B	19. D
10. D	20. B





Penutup

Setelah mempelajari keseluruhan isi dari modul ini, peserta diklat diharapkan dapat merasakan manfaat dalam peningkatan pemahaman penggunaan modality dalam berbagai konteks kebahasaan. Sehingga mampu meningkatkan perolehan capaian nilai UKG yang lebih maksimal dan berimbas signifikan dalam meningkatkan kualitas layanan pengajaran Bahasa Inggris di kelas.





Evaluasi



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Glosarium

Clause adalah sederetan kata yang mengandung paling sedikit satu finite verb, seperti: I saw the girl who wears a red skirt. (merupakan satu kalimat dengan dua klausa)

Grammar Usage, penggunaan kaidah tata bahasa sesuai dengan konteksnya

HOTS, merupakan akronim *Higher Order Thinking Skills* yang menuntut siswa berpikir tingkat tinggi seperti tahap aplikasi dan penalaran dalam menyelesaikan sebuah soal atau permasalahan.

IPK (Indikator Pencapaian Kompetensi), ciri-ciri yang menunjukkan bahwa sebuah kompetensi telah tercapai

Inverted sentence, adalah pola kalimat terbalik dimana *subject* tidak ditempatkan di awal kalimat tetapi mengikuti setelah *predicate*, seperti pada contoh: *On the ceiling hangs the lamp, never again will you do that.*

Interchangeable, capable of being used in place of each other—usage, synonyms, more, bisa dipakai saling menggantikan.

Kompetensi, seperangkat pengetahuan, keterampilan, dan perilaku yang harus dimiliki, dihayati, dikuasai, dan diaktualisasikan

Kompetensi Profesional, seperangkat pengetahuan, keterampilan, dan perilaku yang harus dimiliki, dihayati, dikuasai, dan diaktualisasikan oleh guru dalam tugasnya sebagai pendidik di kelas atau tempat belajar terkait dengan keahlian dalam bidang tertentu yang didapat melalui pendidikan

Languange Aquisition Device (LAD), perangkat bawaan kemampuan pada manusia untuk mempelajari bahasa yang berlaku universal.



Glosarium

Language Expression, ekspresi bahasa yang dikeluarkan untuk memperkaya dan mempertegas makna

Language Feature, ciri-ciri kebahasaan dalam sebuah teks

LOTS, merupakan akronim dari *Lower Order Thinking Skills* berlawanan dengan *HOTS*, dalam tahapan berpikir *LOTS*, siswa menggunakan tingkatan berpikir rendah seperti pengetahuan akan data atau fakta tertentu yang tersurat jelas.

Modality, tingkat kekuatan makna dari kata kerja

Modal Auxiliary Verb adalah kata yang muncul sebelum main verb ... (be, do, have) dan *modal auxiliary verb* (can, could, may, might, will, would, shall, should)

Modul, bahan ajar diklat PKB yang dapat dipelajari sendiri tanpa bantuan instruktur/fasilitator dan dapat dilakukan secara jarak jauh dari penyelenggara diklat

Modifier, adalah kata, phrase atau clause di dalam bahasa Inggris yang memiliki fungsi sebagai adjective (kata sifat) atau adverb (kata keterangan)

PKB, Pengembangan Keprofesian Berkelanjutan, sebuah program yang ditujukan untuk peningkatan profesionalisme Guru

Semi Modal, Kata kerja bantu terdiri dari *need; used to, dare* dan *ought to*.

MODUL PENGEMBANGAN KEPROFESIAN BERKELANJUTAN



Kelompok
Kompetensi

MATA PELAJARAN BAHASA INGGRIS

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