MODUL PENGEMBANGAN KEPROFESIAN BERKELANJUTAN

J

Kelompok Kompetensi

MATA PELAJARAN BAHASA INGGRIS

Sekolah Menengah Pertama (SMP)

TERINTEGRASI PENGUATAN PENDIDIKAN KARAKTER DAN PENGEMBANGAN SOAL

Edisi Revisi 2017

PEDAGOGIK
Refleksi Pembelajaran dan PTK

PROFESIONAL
Critical Text Analysis

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 J

PEDAGOGIK:
REFLEKSI PEMBELAJARAN DAN PTK

Penulis:
Indriyati, S.S., MTrain.Dev.
Gunawan Widiyanto
Dr. Nikmah Nurbaity, M.Pd.

Penelaah :
Sahadadi Mulyana, M.Hum.
Dr. Nur Arifah Drajati, M.Pd.
Drs. Suharno, M.Pd.
Yanti Susiwi, S.Pd.

PROFESIONAL:
CRITICAL TEXT ANALYSIS

Penulis:
Indriyati, S.S., MTrain.Dev.
Gunawan Widiyanto
Dr. Nikmah Nurbaity, M.Pd.

Penelaah:
Sahadadi Mulyana, M.Hum.
Dr. Nur Arifah Drajati, M.Pd.
Drs. Suharno, M.Pd.
Yanti Susiwi, S.Pd.

Desain Grafis dan Ilustrasi:
Tim Desain Grafis

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 Kependikan 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 Pelaksanana 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 mengijinkan 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

Poppy Dewi Puspitawati
NIP. 196305211988032001

MODUL PENGEMBANGAN KEPROFESIAN BERKELANJUTAN

J

PEDAGOGIK
Refleksi Pembelajaran dan PTK

Edisi Revisi 2017

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

KELOMPOK KOMPETENSI J

PEDAGOGIK:

REFLEKSI PEMBELAJARAN DAN PTK

Penulis:

Indriyati, S.S., MTrain.Dev.
Gunawan Widiyanto
Dr. Nikmah Nurbaity, M.Pd.

Penelaah:

Sahadadi Mulyana, M.Hum.
Dr. Nur Arifah Drajati, M.Pd.
Drs. Suharno, M.Pd.
Yanti Susiwi, S.Pd.

Desain Grafis dan Ilustrasi:

Tim Desain Grafis

Daftar Isi

Daftar Gambar

Daftar Tabel

Pendahuluan

A. Latar Belakang

Pengembangan keprofesian berkelanjutan (PKB) adalah pengembangan kompetensi guru dan tenaga kependidikan yang dilaksanakan sesuai dengan kebutuhan, bertahap, dan berkelanjutan untuk meningkatkan profesionalismenya. Dengan demikian, PKB merupakan kegiatan untuk memelihara dan meningkatkan kompetensi guru dan tenaga kependidikan secara keseluruhan, berurutan dan terencana didasarkan pada kebutuhan individu. Kegiatan PKB sesuai amanat Peraturan Menteri Negara dan Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 16 Tahun 2009 tentang Jabatan Fungsional Guru dan Angka Kreditnya yang terdiri dari 3 (tiga) kegiatan, yaitu (1) kegiatan pengembangan diri, (2) karya ilmiah, dan (3) karya inovatif. Kegiatan pendidikan dan pelatihan termasuk kegiatan pengembangan diri.

Selain kompetensi kepribadian, sosial, dan profesional; kompetensi pedagogik merupakan kompetensi esensial yang wajib dimiliki oleh guru. Kompetensi pedagogik adalah kemampuan pemahaman terhadap peserta didik, perancangan dan pelaksanaan pembelajaran, evaluasi hasil belajar dan pengembangan peserta didik untuk mengaktualisasikan berbagai potensi yang dimilikinya. Berkenaan dengan kompetensi pedagogik, modul ini mencakupi dua bagian, yakni releksi pembelajaran dan PTK.

Dalam kerangka PTK, seorang guru perlu menjadi peka dan cepat tanggap terhadap dinamika pembelajaran di kelasnya. Ia pun perlu menjadi reflektif dan kritis terhadap pembelajaran di kelas agar bisa memperbaiki dan meningkatkan kualitas dan kuantitas pembelajarannya. Untuk itu, perlu pemahaman yang baik tentang penelitian tindakan kelas (PTK). Pelaksanaan PTK dapat meningkatkan kinerja seorang guru. Seorang guru tidak lagi merasa puas terhadap apa yang dikerjakan tanpa ada upaya perbaikan atau inovasi. Dengan melakukan PTK, ia juga bertindak sebagai peneliti di bidangnya. Akan tetapi, sebelum melakukan PTK, ada baiknya guru memahami dengan baik cara menyusun rancangan

(desain) PTK itu. Tentu, penyusunan proposal ini didahului dengan telah teridentifikasinya masalah pembelajaran di kelas.

B. Tujuan

Tujuan mempelajari modul pedagogik Guru Bahasa Inggris Kelompok Kompetensi J ini adalah agar guru bahasa Inggris jenjang SMP dapat meraih capaian kompetensi pedagogik pada tingkat kompetensi J ini, yang meliputi Tindakan Reflektif dalam Pembelajaran dan Penyusunan Desain Proposal Penelitian Tindakan Kelas (PTK).

C. Peta Kompetensi

Peta kompetensi pedagogik guru bahasa untuk kelompok kompetensi J seperti yang tertuang pada Permendiknas Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru adalah sebagai berikut.

Tabel 1 .Peta Kompetensi Pedagogik Guru Kompetensi J

No	Kompetensi Inti	Kompetensi Guru Mapel	Indikator Pencapaian Kompetensi
	Melakukan tindakan reflektif untuk peningkatan kualitas pembelajaran.	10.1 Melakukan refleksi terhadap pembelajaran yang telah dilaksanakan.	10.1.1 Menjelaskan konsep dan definisi pembelajaran reflektif.
			10.1.2 Menjelaskan prinsip pembelajaran reflektif.
			10.1.3 Menjelaskan tujuan dan sasaran pembelajaran reflektif.
			10.1.4 Menjelaskan teknik-teknik pembelajaran reflektif.

No	Kompetensi Inti	Kompetensi Guru Mapel	Indikator Pencapaian Kompetensi
		10.3 Melakukan penelitian tindakan kelas untuk meningkatkan kualitas pembelajaran dalam mata pelajaran yang diampu.	10.3.1 mengidentifikasi masalah-masalah dalam pembelajaran bahasa …
			10.3.2 merumuskan masalah dalam pembelajaran bahasa …
			10.3.3 membuat desain penelitian tindakan kelas untuk peningkatan keprofesionalan.
			10.3.4 menyusun proposal penelitian
	Mengembangkan keprofesionalan secara berkelanjutan dengan melakukan tindakan reflektif.	23.3 melakukan penelitian tindakan kelas untuk peningkatan keprofesionalan	23.3.1 mengidentifikasi masalah-masalah dalam pembelajaran bahasa …
			23.3.2 merumuskan masalah dalam pembelajaran bahasa
			23.3.3 membuat desain PTK untuk peningkatan keprofesionalan.
			23.3.4 menyusun proposal penelitian

D. Ruang Lingkup

Modul Pedagogik Kompetensi J ini terdiri dari dua kegiatan belajar yang meliputi Kegiatan Belajar 1 tentang Tindakan Reflektif dalam Pembelajaran dan Kegiatan Belajar 2 tentang Penyusunan Desain Proposal Penelitian Tindakan Kelas.

E. Cara 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 untuk moda tatap muka, baik model tatap muka penuh maupun model tatap muka *In-On-In*. Alur model pembelajaran secara umum dapat dilihat pada bagan berikut.

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 bersemuka (*face to face*) secara penuh yang dilaksanakan oleh unit pelaksana teknis (UPT) di lingkungan Direktorat Jenderal GTK maupun lembaga diklat lainnya. Kegiatan tatap muka

penuh ini dilaksanakan secara secara terstruktur pada suatu waktu yang dipandu oleh fasilitator. Model tatap muka penuh ini dilaksanakan dengan menggunakan alur pembelajaran yang dapat dilihat pada bagan alur berikut ini.

Gambar 2. Alur Pembelajaran Tatap Muka Penuh

Kegiatan pembelajaran model tatap muka penuh dapat dijelaskan sebagai berikut.

a. Pendahuluan

Pada kegiatan pendahuluan ini, fasilitator memberi kesempatan kepada peserta diklat untuk mempelajari hal-hal berikut:

- Latarbelakang yang memuat gambaran materi
- Tujuan kegiatan pembelajaran setiap materi
- Kompetensi atau indikator yang akan dicapai melalui modul
- Ruanglingkup materi kegiatan pembelajaran
- Langkah-langkah penggunaan modul

a. Mengkaji Materi

Pada kegiatan mengkaji materi modul kelompok kompetensi J ini (*Critical Text Analysis* dan Refleksi Pembelajaran dan PTK), fasilitator member 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 atau berkelompok dan dapat mengonfirmasi permasalahan kepada fasilitator.

b. 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 menggunakan pendekatan yang secara langsung berinteraksi di kelas pelatihan bersama fasilitator dan peserta lainnya, melalui diskusi tentang materi, praktik, atau 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, peserta secara aktif menggali informasi, mengumpulkan dan mengolah data, dan menarik simpulan kegiatan pembelajaran.

c. Presentasi dan Konfirmasi

Pada kegiatan ini peserta melakukan presentasi hasil kegiatan dan fasilitator melakukan konfirmasi terhadap materi dan dibahas bersama. Peserta dan penyaji menelaah (*review*) materi berdasarkan seluruh kegiatan pembelajaran.

d. PersiapanTes Akhir

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

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

Kegiatan diklat tatap muka 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 bagan alur berikut ini.

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

Kegiatan pembelajaran tatap muka model *In-On-In* dapat dijelaskan sebagai berikut.

 a.   Pendahuluan

Kegiatan pendahuluan ini disampaikan bertepatan dengan pelaksanaan *In Service Learning* 1. Fasilitator memberi kesempatan kepada peserta diklat untuk mempelajari hal-hal berikut.

- 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

a. In Service Learning 1 (In-1)

❖ Mengkaji Materi

Pada kegiatan mengkaji materi modul kelompok kompetensi J ini, fasilitator memberi kesempatan kepada guru sebagai peserta untuk mempelajari materi yang dibentangkan secara singkat sesuai dengan indikator pencapaian hasil belajar. Guru sebagai peserta dapat mempelajari materi secara individual atau berkelompok dan dapat mengonfirmasi permasalahan kepada fasilitator.

❖ Melakukan Aktivitas Pembelajaran

Pada kegiatan ini, peserta melakukan kegiatan pembelajaran sesuai dengan rambu-rambu atau instruksi yang tercantum pada modul dan dipandu oleh fasilitator. Kegiatan pembelajaran menggunakan pendekatan/metode yang secara langsung berinteraksi di kelas pelatihan, dengan metode berpikir reflektif, diskusi, *brainstorming*, simulasi, atau studi kasus yang semuanya dapat melalui Lembar Kerja (LK) yang telah disusun sesuai dengan kegiatan pada *In-1*. Peserta secara aktif menggali informasi, mengumpulkan dan mempersiapkan rencana pembelajaran pada *on the job learning*.

b. On the Job Learning (On)

❖ Mengkaji Materi

Pada kegiatan mengkaji materi modul kelompok kompetensi J ini, guru sebagai peserta akan mempelajari materi yang telah diuraikan pada *in service learning* 1 (In-1). 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 *In-1* dan sesuai dengan rambu-rambu atau instruksi yang tertera pada modul.Dalam kegiatan pembelajaran ini digunakan pendekatan/metode praktik, eksperimen, sosialisasi, implementasi, sejawat (*peer discussion*), yang secara langsung dilakukan di sekolah maupun kelompok kerja melalui tagihan berupa Lembar Kerja yang telah disusun sesuai dengan kegiatan pada *On*. Dalam 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*.

c.   In Service Learning 2 (In-2)

Pada kegiatan ini peserta melakukan presentasi produk-produk tagihan *On* yang akan dikonfirmasi oleh fasilitator dan dibahas bersama. Peserta dan penyaji menelaah (*review*) materi berdasarkan seluruh kegiatan pembelajaran.
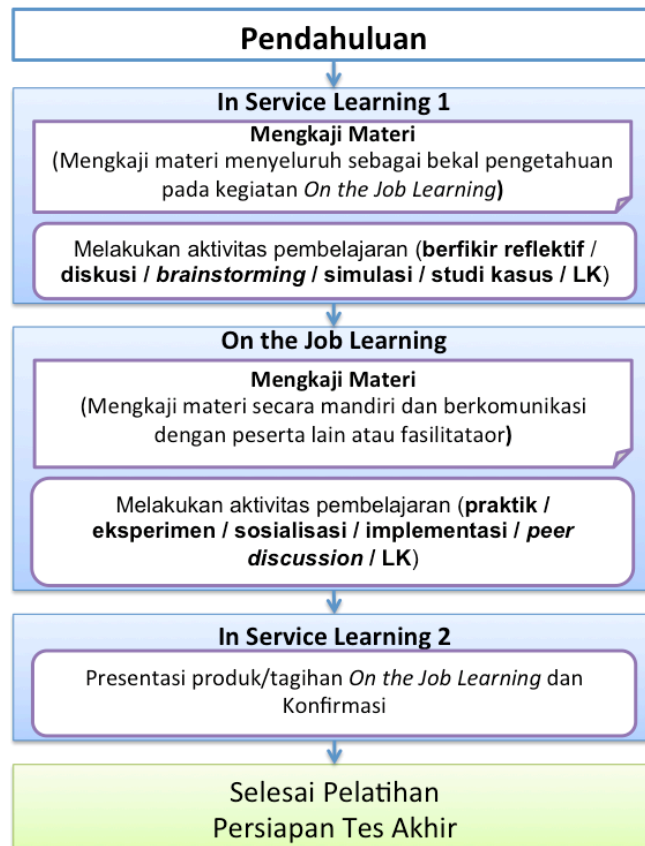
d.   PersiapanTes Akhir

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 pembinaan karier guru kelompok kompetensi J ini terdiri dari beberapa kegiatan pembelajaran yang di dalamnya terdapat aktivitas-aktivitas pembelajaran sebagai pendalaman dan penguatan pemahaman materi yang dipelajari. Modul ini mempersiapkan lembar kerja yang nanti akan dikerjakan oleh peserta. Lembar kerja tersebut dapat terlihat pada tabel berikut.

Tabel 2. Daftar Lembar Kerja Modul

No	Kode LK	Nama LK	Keterangan
1.	LK 1.1	Latihan Refleksi Pembelajaran	TM, IN 1, ON
2.	LK 1.2	Saran dan Komentar terhadap Hasil Refleksi Pembelajaran	TM, IN1
3.	LK 2.1	Latihan menyusun pra-usulan PTK	TM, IN1,ON
4.	LK 2.2	Presentasi dan konfirmasi	IN 2

Keterangan

TM : Digunakan pada Tatap Muka Penuh

IN1 : Digunakan pada *In Service Learning 1*

ON : Digunakan pada *On the Job Learning*

IN2 : Presentasi

Kegiatan Pembelajaran 1
Tindakan Reflektif dalam Pembelajaran

A. Tujuan

Kegiatan belajar ini bertujuan agar guru dapat melakukan tindakan reflektif untuk meningkatkan mutu pembelajaran.

B. Indikator Pencapaian Kompetensi

Setelah mempelajari kegiatan pembelajaran ini, anda diharapkan dapat

1. Menjelaskan konsep dan definisi tindakan reflektif dalam pembelajaran.
2. Menjelaskan prinsip tindakan reflektif dalam pembelajaran.
3. Menjelaskan tujuan dan sasaran tindakan reflektif dalam pembelajaran.
4. Menjelaskan teknik-teknik tindakan reflektif dalam pembelajaran.
5. Mempraktekkan salah satu teknik tindakan reflektif dalam pembelajaran.

C. Uraian Materi

Konsep Tindakan Reflektif dalam Pembelajaran

Sesuai dengan Permendiknas Nomor 16 Tahun 2007 tentang Standar Kualifikasi dan Kompetensi Pendidik, pendidik harus melakukan tindakan reflektif untuk meningkatkan kualitas pembelajaran. Keharusan pelaksanaan refleksi pendidikan merupakan salah satu kompetensi pedagogik yang harus dilakukan oleh pendidik yang profesional. Pendidik dituntut untuk dapat melaksanakan kegiatan refleksi terhadap pembelajaran yang telah dilaksanakan di kelas, dan memanfaatkan hasil refleksi tersebut untuk perbaikan dan pengembangan pembelajaran mata pelajaran yang diampu oleh setiap pendidik.

Ada banyak pengertian refleksi yang dikemukan oleh para ahli. Knowles & Cole (1994) menyatakan*, reflection in the teaching context refers to the process of inquiring any habit/behavior critically and continuously refining it.* Ini berarti,

dalam refleksi terjadi proses inquiri yang dilakukan secara kritis dan terus-menerus terhadap suatu kebiasaan atau perilaku pendidik dalam pembelajaran yang dimaksudkan untuk memperbaiki pembelajaran yang dilakukannya.

Pendapat yang hampir sama juga dikemukakan oleh Reid (1995). Menurutnya, *reflection is a process of reviewing an experience of practice in order to describe, analyse, evaluate and so inform learning about practice.* Ini bermakna bahwa konsep refleksi berkaitan dengan suatu proses meninjau ulang (*reviu*) pengalaman pembelajaran oleh pendidik. Cara pelaksanaannya adalah mendeskripsikan, menganalisis, dan mengevaluasi pelaksanaan pembembelajaran yang telah dilakukan oleh seorang pendidik.

Osterman & Kottkamp (2000) memandang kegiatan reflektif sebagai dasar untuk pengembangan kompetensi profesional yang tertinggi dalam praktik pengajaran yang kompleks. Pemikiran refleksi tersebut sangat penting bagi guru dalam mengontrol pengajarannya dan menjadi pengambil keputusan yang memiliki kekuatan.Pengertian atau konsep refleksi yang sangat singkat dan agak berbeda dikemukakan oleh Chruickshank (1987). Menurutnya, refleksi adalah metode pencapaian tujuan pembelajaran yang telah ditentukan sebelumnya.

Dari batasan-batasan tentang kegiatan refleksi tersebut, dapat dinyatakan bahwa refleksi merupakan suatu proses tinjauan ulang (*review*) terhadap pelaksanaan pembelajaran yang dilaksanakan pendidik; dilaksanakan secara kritis dan terus-menerus untuk mendapatkan deskripsi, hasil analisis, dan evaluasi suatu pembelajaran yang dilaksanakan oleh pendidik. Tentu, pelaksanaan tinjau ulang tidak terlepas dari tujuan pencapaian hasil pembelajaran.

Aspek yang menjadi objek dalam pelaksanaan refleksi dapat berupa metode atau model pembelajaran yang sudah digunakan, bahkan dapat juga materi ajar yang disampaikan, media yang digunakan, dan evaluasi pembelajaran yang diberikan oleh pendidik. Pelaksanaan refleksi dilakukan pada saat kegiatan pembelajaran akan berakhir atau pada kegiatan penutup pembelajaran.

Pelaksanaan refleksi perlu dilakukan untuk memperoleh gambaran singkat tentang keberhasilan rencana pembelajaran yang tertuang dalam Rencana Pelaksanaan Pembelajaran (RPP). Hasil refleksi sangat penting dilaksanakan

untuk menentukan langkah selanjutnya yang terkait dengan pembelajaran. Untuk dapat melaksanakan refeleksi yang baik dan benar, dibutuhkan data yang telah dianalisis dan diinterpretasikan, dijelaskan berdasarkan berbagai informasi yang diperoleh dari pelaksanaan pembelajaran. Data dan informasi yang terkumpul perlu dianalisis, dicari keterkaitannya, dibandingkan dengan pengalaman pembelajaran sebelumnya atau dengan menggunakan standar penilaian atau evaluasi tertentu. Berdasarkan hasil analisis, interpretasi, evaluasi tersebut selanjutnya dicari penyebab ketidakberhasilan pembelajaran. Setelah ditemukan berbagai faktor yang menjadi penyebab belum berhasilnya pembelajaran, dibuat rencana perbaikan pembelajaran untuk menghilangkan berbagai faktor yang menjadi penyebab ketidakberhasilan pembelajaran pada pertemuan pembelajaran selanjutnya.

Pelaksanaan refleksi bukan merupakan hal yang mudah bagi guru atau pendidik. Untuk kegiatan tersebut, dibutuhkan kemampuan berpikir analitis secara kritisterhadap semua data, fakta dan berbagai fenomena yang terjadi berkaitan dengan rumusan, tujuan, dan rencana tindakan sebagai solusi pemecahan masalah. Ini berarti, dibutuhkan perenungan dan pemikiran yang serius dan mendalam, dengan mengingat tentang berbagai konsep, prinsip, dan pengalaman praktis yang terkait dengan pembelajaran yang telah dipertimbangkan dalam menyusun rencana tindakan.

Prinsip Tindakan Reflektif dalam Pembelajaran

Sebagaimana telah dikemukakan sebelumnya, kegiatan refleksi merupakan salah satu kegiatan pembelajaran yang dilaksanakan pada akhir pembelajaran. Kegiatan tersebut dilakukan untuk meninjau ulang dan mengetahui pelaksanaan pembelajaran yang dilaksanakan oleh pendidik sesuai dengan rencana pembelajaran yang telah ditetapkan. Berdasarkan hasil tinjauan ulang,akan dapat diketahui apakah tujuan pembelajaran yang dilaksanakan oleh pendidik tercapai atau tidak. Selanjutnya, berdasarkan hasil tinjauan ulang tersebut dapat ditentukan tindak lanjut yang dapat atau harus dilakukan oleh pendidik.

Ada berbagai tindaklanjut refleksi yang dapat dilakukan oleh guru terkait dengan hasil tinjauan ulang pembelajaran. Tindak lanjut tersebut dapat berupa pembelajaran atau pengajaran remedial (*remedial learning/teaching*) dan penelitian tindakan kelas/PTK (*classroom action research*). Pembelajaran remedial dimaksudkan untuk membantu siswa yang mengalami kesulitan dalam belajar yang dilaksanakan sesuai dengan pembelajaran umumnya. PTK merupakan kegiatan penelitian berbasis kelas yang dilaksanakan untuk memperbaiki kualitas pembelajaran oleh guru atau pendidik. Oleh karena itu, sangat penting bagi guru untuk dapat melaksanakan refleksi dan memilih tindak lanjut yang tepat untuk meningkatkan kualitas atau mutu pembelajaran. Mengenai pelaksanaannya, refleksi dapat dilakukan secara mandiri atau kolaborasi dengan para pendidik dalam mata pelajaran yang sama.

Agar refleksi dapat dilaksanakan secara efektif dan efisien, perlu diperhatikan prinsip-prinsip berikut.

1. Ada kesadaran bersama pendidik dan peserta didik untuk meningkatkan kualitas pembelajaran
2. Penilaian terhadap pelaksanaan refleksi dilakukan secara kritis
3. penilaian terhadap guru pelaksana pembelajaran dapat dilakukan mulai pembelajaran sampai dengan akhir pembelajaran
4. penilaian dapat dilakukan terhadap berbagai aspek pembelajaran yang dilakukan oleh guru, baik materi maupun metodenya.
5. hasil penilaian terhadap pembelajaran yang dilaksanakan guru menjadi dasar untuk perbaikan pembelajaran.

Tujuan dan Sasaran Refleksi Pembelajaran

Dilakukannya refleksi pembelajaran bagi pendidik bertujuan (a) menganalisis tingkat keberhasilan proses dan hasil belajar peserta didik dan melakukan evaluasi diri terhadap proses belajar yang telah dilakukan; (b) mengidentifikasi faktor-faktor penyebab kegagalan dan pendukung keberhasilan dan merancang upaya optimalisasi proses dan hasil belajar; serta (c) memperbaikidanmengembangkan pembelajaran sesuai dengan mata pelajaran yang diampu. Refleksi pembelajaran penting dilakukan untuk memberikan

informasi positif tentang cara pendidik meningkatkan kualitas pembelajarannya sekaligus sebagai bahan observasi untuk mengetahui sejauh mana tujuan pembelajaran itu tercapai. Selain itu, refleksi terhadap pembelajaran bermanfaat bagi peserta didik yakni, untuk mencapai kepuasan diri peserta didik dalam memperoleh wadah yang tepat untuk menjalin komunikasi positif dengan pendidik.

Tahap dan Teknik Pelaksanaan Tindakan Reflektif Pembelajaran

Ada banyak cara yang dapat ditempuh apabila guru ingin melaksanakan refleksi pembelajaran. Teknik pelaksanaannya bisa dilakukan secara pribadi maupun dengan bantuan rekan sejawat. Tahapan pelaksanaannya meliputi:

1. Tahap 1:refleksi diri (*self-reflection*)
   Titik mula refleksi diri adalah evaluasi diri ketika melakukan episode pelaksanaan pembelajaran.Kegiatan evaluasi diri semacam ini juga dapat distimulasi melalui observasi yang dilakukan oleh rekan sejawat.
2. Tahap 2: refleksi pengalaman (*recollection of the event*)
   Guru dapat mengumpulkan (mencatat/merekam) pengalaman-pengalaman yang dilalui sepanjang kegiatan pembelajaran.
3. Tahap 3: tinjauan ulang dan respons terhadap pengalaman
   Guru melakukan tinjauan ulang terhadap pengalaman-pengalaman tersebut dan memberikan respons kritis terhadap dirinya.

Ketiga tahapan tersebut dapat dilalui dengan lima teknik berikut.

1. *Peer observation*

Teknik ini memberikan kesempatan pada para guru untuk saling mengobservasi pembelajaran yang mereka lakukan di kelas. Sebelum memulai observasi, kedua guru perlu saling menceritakan kondisi atau karakteristik siswa di kelas yang akan diobservasi termasuk di dalamnya masalah-masalah yang sering ditemui oleh guru tersebut. Selain itu, kedua belah pihak perlu mendiskusikan dan menentukan poin-poin yang akan menjadi sasaran observasi. Selanjutnya, setelah observasi, kedua belah pihak bertemu untuk mendiskusikan temuan serta kemungkinan solusi yang dapat dilakukan dalam memecahkan

permasalahan pembelajaran yang terjadi di kelas tersebut (Richard & Lockhart, 1991).

2. *Self report*

Pak (1985) mengemukakan bahwa *self-reporting involves completing an inventory or check list in which the teacher indicates which teaching practices were used within a lesson or within a specified time period and how often they were employed.*

Daftar periksa (*checklist*) tersebut dapat dilengkapi sendiri secara individu atau berkelompok. Richards (1990) mengemukakan bahwa *self-report* melalui instrumen-instrumennya dapat menolong guru untuk lebih fokus pada praktik pengajaran keterampilan berbahasa dalam suatu konteks kelas tertentu. Guru dapat mengevaluasi apakah asumsi-asumsi yang mereka buat tentang pengajaran yang mereka lakukan terbukti dalam praktik nyata di kelas. Misalnya, seorang guru dapat menggunakan *self-report* untuk menemukan jenis kegiatan pembelajaran yang biasa digunakan, apakah semua tujuan pembelajaran sudah dilakukan, sejauh mana tujuan tiap individu terpenuhi, dan jenis aktivitas yang berjalan lancar maupun yang bermasalah.

3. *Authobiographies*

Abbs (1974, dikutip dalam Powell 1985) mendiskusikan penggunaan *autobiographies* dalam penyiapan guru. Dalam desainnya, 12 orang calon guru melakukan pertemuan selama satu jam setiap minggu selama kurang lebih 10 minggu.Dalam pertemuan tersebut setiap calon guru membuat tulisan tentang pengalaman pendidikannya untuk selanjutnya dibacakan dalam pertemuan untuk diberikan komentar oleh rekan-rekannya atau dosen pembimbing. Dalam kegiatan ini setiap peserta memikirkan apa yang sudah mereka pelajari, apa yang belum mereka pahami dan apa rencana mereka terhadap ilmu yang sudah dipahami, melalui pertanyaan berikut: *"What aspects of the lesson were most effective? What aspects of the lesson were least effective? Would you have taught any aspect of the lesson differently? Why?"*

4. *Journal writing*

Tujuan *journal writing* adalah:

1. menyediakan rekaman pengalaman belajar yang signifikan;
2. membantu guru untuk selalu berhubungan dengan pengembangan diri yang sedang berlangsung dalam dirinya sendiri;
3. memberi kesempatan pada guru untuk mengungkapkan secara lebih personal dan dinamis tentang pengembangan dirinya;
4. mendorong interaksi dengan rekan sejawat.

5. *Recording lesson*

Rekaman pembelajaran dapat menjadi dasar suatu kegiatan refleksi. Panjang proses yang direkam adalah sekitar 30 menit. Tujuan perekaman tersebut adalah menangkap sebanyak mungkin interaksi yang ada di kelas.

D. Aktivitas Pembelajaran

Kegiatan yang dilakukan dalam kegiatan belajar ini meliputi:

1. Mulailah kelas dengan berdoa bersama, kemudian secara berkelompok lakukan *brainstorming* tentang materi Tindakan Reflektif dalam Pembelajaran.
2. Silakan membaca dengan teliti tujuan pembelajaran dan indikator pencapaian materi dan uraian materi .
3. Mohon Anda simak penjelasan dari nara sumber dengan saksama.
4. Lakukan tanya jawab tentang refleksi pembelajaran, dan apabila perbedaan pendapat dalam tanya jawab, gunakan rujuan dan sumber yang tepat dan mintalah pendapat nara sumber
5. Silakan mengerjakan penugasan pada lembar kerja yang tersedia secara kelompok dan bekerja samalah dalam kelompok dan berusahalah untuk mendapatkan hasil maksimal.
6. Diskusikan hasil latihan dan sepakati salah satu wakil dari tiap kelompok untuk mempresentasikan hasil latihan, dengarkan presentasi kelompok lain dan berikan tanggapan dengan baik.
7. Mohon Anda melakukan refleksi dan menarik simpulan keseluruhan kegiatan belajar.

E. Latihan

Secara individual ingatlah salah satu hari saat Anda mengajar suatu topik tertentu dalam pembelajaran bahasa Inggris. Selanjutnya, isilah lembar kerja (LK) berikut.

Aktivitas: Menulis rencana kegiatan keterampilan berbahasa

Lembar Kerja 1.1 Latihan Refleksi Pembelajaran

Hari/ Tanggal   : ....
Mata Pelajaran   : Bahasa Inggris
Materi   : ....
Kelas   : ....

1. Tuliskan rencana kegiatan keterampilan berbahasa yang anda siapkan untuk peserta didik untuk mengajarkan materi pada hari ini.

2. Tuliskan masalah-masalah yang timbul pada saat pembelajaran hari ini (atau hal hal yang tidak sesuai dengan rencana)

3. Tuliskan solusi yang anda pakai untuk mengatasi masalah yang terjadi pada hari ini.

4. Tuliskan simpulan yang anda tarik dari masalah dan solusi pada hari ini.

Aktivitas: Menulis saran dan komentar hasil refleksi pembelajaran

Lembar Kerja 1.2 Saran dan Komentar terhadap Hasil Refleksi Pembelajaran

Tuliskan pada saran atau komentar Anda tentang masalah dan solusi yang dihadapi rekan Anda pada matriks berikut.

No.	Masalah	Solusi	Saran/Komentar Saya
1.			
2.			
3.			
dst.			

F. Rangkuman

Refleksi merupakan suatu proses tinjauan ulang secara kritis terhadap pembelajaran yang dilaksanakan guru untuk memperbaiki pembelajaran. Ada beberapa prinsip yang harus diperhatikan dalam pelaksanaan refleksi pembelajaran, yakni sebagai berikut. Pertama, ada kesadaran bersama pendidik dan peserta didik untuk meningkatkan kualitas pembelajaran. Kedua, penilaian terhadap pelaksanaan refleksi dilakukan secara kritis. Ketiga, penilaian terhadap guru pelaksana pembelajaran dapat dilakukan mulai awal hingga akhir pembelajaran. Kelima, penilaian dapat dilakukan terhadap berbagai aspek pembelajaran yang dilakukan oleh guru, baik materi, metode, maupun media pembelajaran yang digunakan. Kelima, hasil penilaian terhadap pembelajaran yang dilaksanakan guru menjadi dasar untuk perbaikan pembelajaran berikutnya. Ada tahap dan teknik yang dapat digunakan untuk melakukan refleksi diri, yakni jurnal, buku harian, angket, dan pengamatan atau observasi terhadap proses belajar-mengajar.

G. Umpan Balik dan Tindak Lanjut

Setelah mengikuti kegiatan belajar di sesi ini, selanjutnya Anda diharapkan (a) selalu berusaha membuat catatan tentang kejadian dan kendala kegiatan belajar mengajar yang anda lakukan di kelas; dan (b) menemukan solusi untuk masalah-masalah pembelajaran di kelas. Sebagai tindak lanjut, Anda dapat (a) melakukan refleksi atas pembelajaran yang anda lakukan dengan memilih teknik-teknik refleksi sebagaimana sudah disebutkan; (b) memperbaiki kinerja pembelajaran atas dasar hasil refleksi.

Kegiatan Pembelajaran 2
Menyusun Desain Proposal Penelitian Tindakan Kelas

A. Tujuan

Kegiatan pembelajaran ini bertujuan agar guru dapat menyusun desain (rancangan) proposal Penelitian Tindakan Kelas (PTK).

B. Indikator Pencapaian Kompetensi

Setelah mempelajari kegiatan pembelajaran ini, Anda diharapkan dapat

1. Mengidentifikasi masalah-masalah dalam pembelajaran bahasa
2. Merumuskan masalah dalam pembelajaran bahasa
3. Membuat desain penelitian tindakan kelas untuk peningkatan keprofesionalan
4. Menyusun proposal penelitian tindakan kelas

C. Uraian Materi

Penelitian tindakan kelas, *classroom action research*, (selanjutnya disingkat PTK) merupakan penelitian berdaur ulang yang dilaksanakan oleh guru atau pendidik untuk melakukan perbaikan terhadap pembelajaran berdasarkan masalah yang benar-benar dialami oleh peserta didik (Aries dan Haryono, 2012). Hasil penelitian ini sangat penting dan strategis untuk meningkatkan kualitas hasil pembelajaran jika penelitian tersebut dilaksanakan secara baik dan benar sesuai dengan langkah-langkah PTK.

Ditinjau dari pendekatan yang digunakan, PTK tergolong penelitian kualitatif meskipun data yang dikumpulkan bersifat kuantitatif. Hal ini disebabkan uraian PTK berupa kata-kata, peneliti sebagai instrumen kunci, proses sama pentingnya dengan produk (Kunandar, 2013).

Ada beberapa langkah yang harus dilakukan oleh seorang pendidik untuk dapat melaksanakan PTK, yakni sebagai berikut.

1. Mengidentifikasi masalah dalam pembelajaran

Identifikasi masalah dalam pembelajaran tidak dapat dipisahkan dari berbagai perasaan ketidakpuasan yang dirasakan, dialami peserta didik dalam kegiatan sehari-hari yang berkaitan dengan pelaksanaan pembelajaran. Masalah pembelajaran juga muncul dari hasil refleksi pembelajaran yang diperoleh oleh pendidik.Ketika seorang pendidik merasakan bahwa pembelajaran yang dilaksanakan masih jauh dari memuaskan dan ada niat untuk memperbaikinya, itu berarti masalah penelitian sudah muncul dalam diri pendidik.Untuk maksud tersebut, Hopkins (1993) menyarankan adanya dorongan pikiran untuk fokus terhadap PTK yang dapat dikembangkan dengan bertanya kepada diri sendiri. Sebagai misal adalah (1) apa yang sedang terjadi?, (2) apakah hal yang terjadi itu merupakan masalah?, dan (3) apa yang bisa dilakukan untuk mengatasi masalah tersebut. Bila pertanyaan lersebut ada dalam pikiran pendidik sebagai aktor PTK, langkah tersebut dapat dilanjutkan dengan mengembangkan beberapa pernyataan atau pertanyaan berikut ini.

1. Saya berkeinginan memperbaiki ...
2. Berapa orangkah yang merasa kurang puas tentang ...
3. Saya dibingungkan oleh ...
4. Saya memilih untuk mengujicobakan di kelas saya gagasan tentang ... dst.

Selanjutnya, pendidik dapat mengklasifikasikan masalah-masalah yang menjadi persoalan bagi pendidik yang harus diatasi melalui penelitian tindakan kelas. Masalah-masalah PTK tersebut dapat diidentifikasi atas (a) masalah yang berkaitan dengan pengelolaan kelas, (b) masalah proses belajar-mengajar, (c) masalah pengembangan atau penggunaan sumber belajar, dan (d) masalah yang berkaitan dengan wahana peningkatan personal dan profesional (Kunandar, 2013). Setelah identifikasi klasifikasi masalah penelitian, Kunandar (2013) merinci masalah PTK yang perlu dikaitkan dengan pengelolaan kelas dapat dilakukan untuk (1) meningkatkan kegiatan belajar-mengajar, (2) meningkatkan partisipasi siswa dalam belajar, (3) menerapkan pendekatan

belajar-mengajar inovatif, dan (4) mengikutsertakan pihak ketiga dalam proses belajar-mengajar. Masalah PTK yang dikaitkan dengan proses belajar-mengajar dapat dilakukan untuk (1) menerapkan berbagai metode belajar, (2) mengembangkan kurikulum. Dengan demikian, identifikasi masalah PTK perlu menampilkan masalah yang perlu mendapat perhatian dalam usaha memperbaiki pembelajaran di sekolah.

2. Merumuskan masalah dari hasil identifikasi masalah pembelajaran

Langkah selanjutnya setelah identifikasi masalah PTK adalah perumusan masalah.Rumusan masalah PTK harus dilakukan secara jelas, spesifik, dan operasional serta dikaitkan dengan pemilihan tindakan yang tepat. Dalam merumuskan masalah, ada beberapa ketentuan yang perlu diperhatikan berkaitan dengan aspek substansi, aspek orisinalitas, aspek formulasi, dan aspek teknis (Tim Penyusun, 2010).

Aspek substansi atau isi berkaitan dengan bobot atau nilai permasalahan, kegunaan, atau manfaat pemecahan masalah melalui tindakan yang telah lanjut. Aspek orisinalitas berkaitan dengan pertanyaan apakah pemecahan masalah dengan model tindakan merupakan hal yang baru. Aspek formulasi terkait dengan saran agar masalah dirumuskan dalam bentuk kalimat tanya. Aspek teknis berkaitan dengan kelayakan masalah dan kemampuan peneliti atau pendidik dalam pelaksanaan penelitian atau menyelesaikan masalah penelitian yang dipilih.

3. Membuat Desain Penelitian Tindakan Kelas

Agar proses penelitian dapat berjalan sesuai tujuan yang telah ditetapkan, pembuatan desain PTK sangat diperlukan sebagai pedoman pelaksanaan penelitian. Desain penelitian dapat dikatakan sebagai rencana pelaksanaan penelitian yang disusun sedemikian rupa agar diperoleh solusi terhadap masalah penelitian. Secara umum, desain penelitian terdiri atas (a) pendahuluan, yaitu latar belakang, rumusan masalah atau tujuan penelitian, manfaat, ruang lingkup, dan definisi; dan (b) metode penelitian, yang terdiri atas pendekatan penelitian, kehadiran atau peran peneliti di lapangan, kancah penelitian, subjek penelitian,

data dan sumber data, pengumpulan data, serta analisis data, evaluasi dan refleksi.

Selain itu, desain penelitian erat kaitannya dengan model penelitian yang dikembangkan.Salah satu model PTK yang banyak digunakan adalah Model Kemmis dan Mc Taggart (1997). Model tersebut terdiri atas tiga komponen, yaitu (a) rencana, (b) pengamatan/tindakan, dan (c) refleksi.

Agar penelitian berjalan secara terarah dan teratur dalam proses yang panjang dan rumit, peneliti mengklasifikasikan pelaksanaan penelitian ke dalam empat siklus, yakni pratindakan, siklus I, siklus II, dan siklus III.

4. Menyusun Proposal Penelitian

Secara umum, langkah pertama yang dilakukan oleh peneliti sebelum melaksanakan penelitian adalah menyusun proposal penelitian. Penyusunan proposal PTK atau usulan penelitian merupakan langkah awal yang harus dilakukan peneliti sebelum memulai kegiatan PTK. Proposal penelitian merupakan suatu pernyataan tertulis mengenai rencana atau rancangan kegiatan penelitian secara keseluruhan. Proposal penelitian berkaitan dengan pernyataan atas nilai pentingnya penelitian. Membuat proposal penelitian bisa jadi merupakan langkah yang paling sulit tetapi menyenangkan di dalam tahapan penelitian karena dapat membantu memberi arah pada peneliti agar bisa menekan kesalahan yang mungkin terjadi selama penelitian berlangsung.

Proposal PTK harus dibuat sistematis dan logis sehingga dapat dijadikan pedoman yang mudah diikuti. Proposal PTK adalah gambaran terperinci tentang proses yang akan dilakukan peneliti atau pendidik untuk menyelesaikan masalah dalam pelaksanaan tugas pembelajaran di dalam kelas. Dalam membuat proposal PTK biasanya para pendidik mengacu kepada format berikut.

a. Judul Penelitian

Judul penelitian yang dirumuskan harus komunikatif, memuat variabel penelitian, mencerminkan aspek yang ingin ditingkatkan, cara peningkatan, sasaran dan lokasi penelitian, serta tidak lebih dari 20 kata. Melakukan PTK berarti melakukan kegiatan peningkatan mutu pembelajaran yang dilakukan guru di dalam

kelasnya. Dengan demikian, paling tidak ada 3 (tiga) informasi penting berikut yang harus tertulis pada judul.

(1) **Apa tindakan** yang akan dilakukan guru dalam pembelajaran di kelasnya?

(2) **Apa yang akan ditingkatkan** dengan tindakan tersebut?

(3) **Siapa yang akan dikenai tindakan?**

Informasi penting yang harus ada pada judul adalah TINDAKAN PEMBELAJARAN apa yang akan **dilakukan guru.** Tindakan tersebut berupa penggunaan METODE PEMBELAJARAN baru, yang anda yakini (berdasar teori) **lebih baik** daripada metode pembelajaran yang selama ini telah dilakukan.

Contoh tindakan

Tabel 3. Penataan Judul 1

Apa Tindakannya?	pembelajaran kooperatif tipe STAD
	penerapan model pembelajaran Diskusi memakai multi media
	penerapan pembelajaran model *Problem Based Learning*
	penggunaan pembelajaran *Learning Cycle*
	Dan seterusnya.... (yang pada prinsipnya adalah penerapan metode pembelajaran baru....)

Contoh **apa yang akan ditingkatkan** oleh guru melalui PTK

Tabel 4. Panataan Judul 2

| **Apa yang akan ditingkatkan?** | Meningkatkan kemampuan siswa dalam mengingat konsep pada sub pokok bahasan tertentu *(tuliskan pada pokok bahasan apa, sesuai dengan hal yang akan guru lakukan di kelasnya...*) |
| | Meningkatkan proses dan hasil belajar siswa dalam kemampuan membaca teks *Narrative (atau tuliskan pada* |

	pokok bahasan apa, sesuai dengan hal yang akan guru lakukan di kelasnya...)
	Mengembangkan kemampuan siswa dalam kompetensi menulis teks *Narrative (atau tuliskan pada pokok bahasan apa, sesuai dengan hal yang akan guru lakukan di kelasnya...*)
	dan seterusnya....
Siapa yang akan dikenai tindakan?	Siswa kelas...., di sekolah ... kota ... tahun ...
	Tuliskan data lengkap tentang siapa yang akan dikenai tindakan (yang tentunya adalah para siswa dari guru yang bersangkutan)

Berikut contoh-contoh judul PTK SMP:

(1) Upaya Peningkatan Hasil Belajar Bahasa Inggris Materi Pembelajaran Menulis Teks Recount Berbasis Genre melalui Picture Series di Kelas VIII SMP

(2) Role Play: Suatu Alternatif Pembelajaran yang Efektif dan Menyenangkan dalam Meningkatkan Keterampilan Berbicara Siswa SMP

(3) Teaching Vocabulary Communicatively (A Classroom Action Research of the Second Graders of SMP)

(4) Improving Students' Reading Comprehension through Role Play (An Action Research of the Eighth Graders of SMP)

(5) Peningkatan Kemahiran Menulis melalui Metode Kooperatif Jigsaw pada Siswa SMP

(6) Peningkatan Kemahiran Menulis dengan Ancangan Kontekstual Siswa Kelas VIII SMP

(7) Peningkatan Kemampuan Membuat Kalimat Bahasa Inggris

a.   Bidang Ilmu

Tuliskan bidang ilmu yang diteliti dan sebaiknya relevan dengan disiplin ilmu pendidik.

b.   Pendahuluan

Pendahuluan terdiri dari:

c.   Latar Belakang Masalah

Pada bagian ini dikemukakan terlebih dahulu kedudukan mata pelajaran dalam kurikulum, gambaran umum isi mata pelajaran, dan metode yang digunakan. Selanjutnya, diuraikan masalah penelitian, misalnya masalah kualitas hasil pembelajaran bahasa yang diajarkan, dan argumentasi perlunya dilakukan perbaikan kualitas pembelajaran melalui PTK. Ini berarti, dalam bagian ini harus ditunjukkan adanya kesenjangan antara idealisme teori dan fakta empiris dalam masalah pembelajaran. Uraian tersebut harus semaksimal mungkin didukung data yang akan memperjelas kesenjangan tersebut. Masalah yang akan diteliti merupakan sebuah masalah penting dan mendesak untuk diselesaikan, serta dapat dilaksanakan, dilihat dari segi ketersediaan waktu, biaya, dan daya dukung lainnya dalam memperlancar penelitian tersebut. Setelah masalah penelitian diidentifikasi, perlu dianalisis dan dideskripsikan secara cermat akar penyebab masalah tersebut.Prosedur yang digunakan dalam identifikasi masalah perlu dikemukakan secara jelas dan sistematis. Disamping itu, dikemukakan perlakuan atau metode pembelajaran yang biasa digunakan sehingga ada perbaikan.

- Rumusan masalah

Sebagaimana telah disinggung sedikit sebelumnya, rumusan masalah harus ditulis dalam bentuk suatu rumusan penelitian tindakan kelas yang jelas, spesifik, dan operasional. Selain itu, berbagai aspek yang terkait dengan perumusan masalah PTK, yaitu aspek substansi, orisinalitas tindakan, formulasi, dan teknis perlu diperhatikan.Rumusan masalah penelitian disusun dalam bentuk suatu rumusan penelitian tindakan kelas. Dalam rumusan masalah dapat dijelaskan definisi, asumsi, dan lingkup yang menjadi batasan penelitian. Rumusan masalah sebaiknya menggunakan kalimat tanya dengan mengajukan alternatif tindakan yang akan diambil dan hasil positif yang diantisipasi. Kemukakan secara jelas bahwa masalah yang diteliti merupakan sebuah masalah yang nyata terjadi di kelas, penting, dan mendesak untuk dipecahkan. Setelah didiagnosis (diidentifikasi) masalah penelitiannya, perlu diidentifikasi dan dideskripsikan akar penyebab masalah itu.

- Tujuan Penelitian

Tujuan penelitian yang ingin dicapai berdasarkan permasalahan yang dikemukakan pada rumusan masalah perlu dikemukakan secara singkat. Tujuan penelitian harus terjawab dalam simpulan hasil penelitian. Dalam menulis tujuan

penelitian seharusnya tidak perlu ada tujuan umum dan khusus; tetapi kalau ada tujuan umum dan khusus, hal itu harus diuraikan dengan jelas sehingga dapat diukur tingkat pencapaian keberhasilannya. Walaupun demikian, sering peneliti tidak mampu membedakan antara tujuan umum dan khusus, yang akhirnya hanya disampaikan tujuan secara umum dengan mendasarkan rumusan masalah yang telah disampaikan pada bagian sebelumnya.

- Manfaat Penelitian

Pada bagian ini peneliti akan menguraikan kontribusi hasil penelitian tentang kualitas pembelajaran sehingga tampak manfaatnya bagi siswa, guru, maupun komponen pendidikan di sekolah terkait. Peneliti perlu pula mengemukakan inovasi yang akan dihasilkan dari penelitian.

d. Tinjauan Pustaka

Pada bagian ini diuraikan dengan jelas kajian teori dan pustaka yang menumbuhkan gagasan yang mendasari penelitian yang akan dilakukan. Dikemukakan juga teori, temuan, dan bahan penelitian lain yang dipahami sebagai acuan, yang dijadikan landasan untuk menunjukkan ketepatan tentang tindakan yang akan dilakukan dalam mengatasi permasalahan penelitian tersebut. Uraian ini digunakan untuk menyusun kerangka berpikir atau konsep yang akan digunakan dalam penelitian. Pada bagian akhir dikemukakan hipotesis tindakan yang menggambarkan tingkat keberhasilan tindakan yang diharapkan atau diantisipasi. Untuk itu, pada bagian ini setidaknya berisi hal-hal berikut.

1. Teori tentang variabel masalah yang akan diatasi, utamanya yang berkaitan dengan pengertian tentang variabel tersebut (seperti tentang aktivitas belajar), faktor yang memengaruhi aktivitas belajar dan indikator aktif belajar.
2. Teori yang berkaitan dengan model/metode/strategi pembelajaran yang digunakan untuk mengatasi masalahnya. Misalnya, ketika kita hendak menggunakan model diskusi partisipasif, kita perlu menjelaskan apa pengertiannya, keunggulannya, dan bagaimana langkah-langkah pelaksanaan kegiatan pembelajaran dengan menggunakan model tersebut.

3. Keterkaitan antara variabel masalah dan variabel tindakan, misalnya bagaimana pendapat kita (pola pikir) bahwa pembelajaran model diskusi partisipatif dapat meningkatkan aktivitas belajar.

4. Pada bagian akhir kajian teori, bisa dimunculkan simpulan sementara atau hipotesis.

e. Metode Penelitian

Pada bagian ini perlu diuraikan secara jelas prosedur penelitian yang akan dilakukan. Dikemukakan juga objek, latar waktu, dan lokasi penelitian. Prosedur hendaknya diperinci dari perencanaan-tindakan-observasi atau evaluasi-refleksi, yang berdaur ulang. Ditunjukkan siklus-siklus kegiatan penelitian dengan menguraikan tingkat keberhasilan yang dicapai dalam satu siklus sebelum berpindah ke siklus lainnya. Jumlah siklus disyaratkan lebih dari dua.

f. Jadwal Penelitian

Pada bagian ini perlu dibuat jadwal kegiatan penelitian yang meliputi kegiatan persiapan, pelaksanaan, dan penyusunan laporan hasil penelitian dalam bentuk diagram batang (*bar chart*). Jadwal kegiatan penelitian disusun sesuai dengan jangka waktu penelitian tersebut dilaksanakan.

g. Personalia Penelitian

Pada bagian ini perlu disebutkan (jika penelitian kelompok) jumlah personalia penelitian.Peran dan jumlah waktu yang digunakan dalam setiap bentuk kegiatan penelitian yang dilakukan perlu diuraikan secara rinci.

h. Daftar Pustaka

Daftar Pustaka dituliskan secara konsisten menurut model APA atau MLA.

i. Lampiran

Riwayat Hidup Ketua Peneliti dan Anggota Peneliti. Dalam riwayat hidup perlu dicantumkan pengalaman penelitian yang relevan yang telah dihasilkan.

Dalam penyusunan laporan PTK, ada garis besar sistematika yang umum digunakan. Secara garis besar, laporan dipilah menjadi tiga bagian, yaitu bagian pembukaan, bagian isi, dan bagian penunjang. Secara perinci dapat dijelaskan sebagai berikut:

a. Bagian Pembukaan

Bagian Pembukaan terdiri dari:

1) Halaman judul

2) Halaman pengesahan

3) Intisari

Intisari merupakan kondensasi (pemadatan) dari hasil penelitian, yang terdiri dari empat unsur pokok, yaitu (a) latar belakang subjek pada awal/permasalahan penelitian, (b) tujuan penelitian, (c) prosedur penelitian, dan (d) hasil penelitian. Ditulis dalam satu halaman, satu spasi, maksimal tiga alenia, ada yang mengharuskan hanya satu alenia, hal ini sangat bergantung pada sumber data, atau ketentuan selingkung dari penunjang dana.

b. Kata Pengantar

Kata Pengantar yang berisi ucapan terima kasih kepada pihak-pihak yang telah membantu pelaksanaan dan penyusunan laporan sehingga laporan selesai dan hasilnya memuaskan. Pada akhir kata pengantar juga perlu ditulis tanggal terselesaikannya laporan penelitian.

c. Daftar isi, berisi poin pokok dalam laporan.

d. Daftar lampiran, ditulis dan dijelaskan secara lengkap apa yang dilampirkan.

b. Bagian Isi

Bagian isi laporan memuat lima bab penting yang perlu diperhatikan, sebagai berikut.

1) Bab I Pendahuluan

Bagian ini mengetengahkan hal-hal yang melatar belakangi masalah penelitian yang dialami peneliti, dalam upaya mencari langkah mengatasinya. Di samping itu, dijelaskan pula strategi atau teknik untuk mengatasi masalah tersebut. Dicoba untuk lebih terfokus.

Dalam bab ini, setidaknya dijumpai unsur sebagai berikut

a) Latar belakang masalah

Kita perlu mendeskripsikan data faktual awal yang menunjukkan terjadinya masalah, tempat, pentingnya masalah diatasi dengan cara yang dilakukan. Kita perlu menguraikan bahwa masalah yang diteliti benar-benar nyata,

berada dalam kewenangan peneliti. Masalah yang akan diteliti penting dan bersifat mendesak.

b) Rumusan masalah

Masalah dirumuskan dalam kalimat tanya hingga terlihat unsur-unsur *who, what, where, when, how much/many*. Jadi, ia sedikit berbeda dengan pertanyaan penelitian (*research question*) yang ada dalam penelitian formal.

c) Tujuan penelitian

Yang diuraikan adalah tujuan penelitian yang ingin dicapai sehingga akan tampak jelas indikator keberhasilannya. Tujuan penelitian sinkron dengan rumusan masalah.

d) Manfaat penelitian

Peneliti perlu mengemukakan secara jelas manfaat bagi siswa, guru, dan komponen lain yang terkait.

2) Bab II Kajian Teori dan Pustaka

Pada PTK, kajian pustaka hanya dimaksudkan dengan memberi garis panduan (*guideline*) bahwa suatu tindakan ini dibenarkan secara teoritis. Artinya, tidak ada kebutuhan (tuntutan yang mendasar) untuk menguji teori yang sudah ada dan dapat menggunakan literatur ataupun tulisan-tulisan tangan kedua, atau dokumen sekunder yang masih dipakai untuk memperkuat dasar teori yang ada di bab ini.

Bagian kajian teori hendaknya meliputi:
a) teori-teori terkait yang memberi arah/petunjuk tentang variabel masalah yang akan dipecahkan melalui penelitian tindakan secara lengkap dan rinci.
b) usaha peneliti memberikan argumen teoretis bahwa tindakan yang diambil didukung oleh referensi yang ada sehingga secara teoretis tindakan tersebut memiliki dukungan.
c) kerangka berpikir yang memberikan langkah dan arah penelitian tindakan, bahwa model atau pendekatan yang baru tersebut akan memperbaiki masalahnya.

d) hipotesis tindakan (jika diperlukan) didasarkan pada kerangka berpikir yang telah disampaikan sebelumnya.

3) Bab III Metodologi Penelitian

Yang perlu ditulis dalam bagian ini adalah:

a) Lokasi dan waktu penelitian

Waktu pelaksanaan penelitian yang sudah dilakukan diuraikan secara jelas. Selain itu, perlu diuraikan tempat pelaksanaan penelitian, yakni nama sekolah, kelas, dan waktu dengan mencantumkan pelaksanaan setiap siklus, mata pelajaran serta spesifikasi pada materi/pokok pelajaran serta karakteristik siswa (jumlah jenis kelamin, latar belakang). Lama penelitian dilaksanakan mulai dari persiapan hingga akhir penyusunan laporan.

b) Prosedur siklus penelitian

Jumlah siklus yang telah dilakukan perlu dikemukakan secara jelas, termasuk didalamnya frekuensi pertemuan dalam setiap siklus, tahapan secara rinci, dan tindakan yang dilakukan guru kepada siswa.

c) Teknik pengumpulan data

Peneliti menjelaskan jenis data yang dikumpulkan dengan metode dan jenis instrumennya. Peneliti juga perlu menyebutkan waktu kegiatan pengumpulan data, apakah bersamaan dengan waktu pelaksanaannya tindakan atau waktu yang lain. Hal yang paling tepat adalah waktu tindakan dilakukan sambil pengumpulan data utamanya yang berkaitan dengan aktivitas, semangat belajar, dan kedisiplinan dalam mengikuti pelajaran.

d) Analisis data

Teknik analisis data yang digunakan perlu dilakukan secara jelas sesuai dengan jenis data yang dikumpulkan. Untuk jenis data yang tidak bisa dikualifikasikan ke dalam bentuk kata dapat diuraikan dalam analisis kualitatif, sedangkan yang berbentuk data kuantitatif atau berbentuk angka, dapat dianalisis dengan statistik deskriptif persentase. Dalam analisis ini, dapat diterapkan dula kriteria untuk setiap aspek yang diteliti, sesuai dengan ketentuan yang diinginkan peneliti.

e) Indikator keberhasilan

Hal ini perlu disampaikan untuk memberikan bayangan apakah sejumlah siklus yang telah dilaksanakan berhasil mencapai indikator yang ditetapkan.

4) Bab IV Hasil Penelitian dan Bahasan

Bab ini merupakan bab dan bagian yang paling penting, bermakna bagi peneliti. Bab ini merupakan hasil karya dari seluruh pikiran, pengamatan perlakuan yang dibuat peneliti, tanpa didasarkan pada pendapat para peneliti atau ahli lain. Untuk itu, peneliti harus berkonsentrasi penuh dalam menulis bab ini, berdasarkan data yang telah diperoleh melalui pengamatan, angket, diskusi, wawancara ataupun tes. Bagian-bagian yang harus ada pada bab ini setidaknya adalah sebagai berikut:

a) Gambaran kondisi kelas

Pada bagian ini perlu disampaikan uraian tentang bagaimana kondisi kelas sebelum dan sesudah menggunakan cara atau metode mengajar yang baru secara lengkap.

b) Deskripsi hasil penelitian

Dalam bagian ini disajikan hasil penelitian sesuai dengan urutan tujuan perbaikan atau tujuan penelitian.Misalnya, jika ada tiga tujuan penelitian; sajian penelitian perlu diarahkan pada rumusan dan tujuan yang ingindicapai. Peneliti harus mengemukakan deskripsi hasil penelitian di setiap siklus dan perubahan yang terjadi disetiap aspek selama proses beserta dampaknya.

Uraian dari setiap siklus itu harus disertai data lengkap beserta narasinya pada aspek-aspek yang diamati selama proses tindakan. Data tersebut dapat dituangkan dalam bentuk grafik. Rekaman itu menunjukkan perubahan yang terjadi akibat tindakan yang diberikan.Selanjutnya, peneliti mengemukakan adanya perubahan/ kemajuan/ perbaikan yang terjadi pada diri siswa, lingkungan kelas, guru sendiri, minat, motivasi belajar dan hasil belajar.

Pada akhir penjelasan tentang hasil disetiap siklus, dikemukakan hasil analisis dan refleksi yang yang memberikan gambaran tentang aspek keberhasilan dan kekurangan atau kelemahannya.Kekurangan dan kelemahan inilah yang dipakai sebagai dasar peneliti untuk memperbaiki siklus pertama, atau merancang tindakan pada siklus kedua. Untuk it, perlu disampaikan hasil refleksi pada akhir siklus. Selanjutnya, peneliti mengemukakan pelaksanaan siklus kedua beserta data lengkap seperti pada siklus pertama; diakhiri hasil analisis data yang diperolehnya.

c) Bahasan

Pembahasan dapat dilakukan bersamaan dengan melaporkan hasil penelitian disetiap siklus, tetapiakan lebih terarah apabila dibuat sendiri. Untuk bahan dasar analilsis dan bahasan, peneliti perlu mengemukakan hasil keseluruhan siklus dalam sebuah ringkasan tabel atau grafik untuk setiap aspek perubahan yang terjadi selama tindakan. Tabel atau grafik rangkuman itu akan dapat memperjelas adanya perubahan yang terjadi disertai bahasan secara rinci dan jelas. Untuk itu, setiap tabel atau grafik harus dinarasikan sesuai dengan data yang tergambar pada tabel/grafik/bagan.

5) Bab V Simpulan dan saran

a) Simpulan

Simpulan sebaiknya dapat memenuhi ciri-ciri berikut:

1) Singkat, jelas dan padat.

2) Sesuai dengan analisis dan bahasan.

3) Disusun berdasarkan rumusan masalah atau tujuan penelitian. Dengan demikian, dari simpulan akan diperoleh informasi tentang tercapai tidaknya tujuan penelitian.

b) Saran

Saran digunakan untuk menindaklanjuti hasil penelitian. Dalam membuat saran perlu diperhatikan:

1) Saran yang disampaikan harus berpijak pada simpulan hasil penelitian.

2) Arah dari saran harus jelas dan operasional atau bersifat konkret dan dapat dilaksanakan.

a. Bagian Penunjang

1. Daftar Pustaka

Penulisan daftar pustaka bisa menggunakan cara yang berlaku di lingkungan akademik.

2. Lampiran

Lampiran yang disertakan berisi tentang program pelajaran yang diberikan di setiap siklus, semua instrumen yang digunakan, contoh lembar jawab, foto kegiatan, surat izin penelitian, daftar hadir siswa dan pernyataan kepala sekolah bahwa penelitian guru tersebut telah diseminarkan. Seminar tersebut minimal

diikuti 2 sekolah lain yang setingkat dengan sekolah peneliti, dan minimal diikuti 15 peserta.

D. Aktivitas Pembelajaran

Untuk lebih memahami materi menyusun desain proposal PTK, Anda dapat melakukan hal-hal sebagai berikut.

1. Mulailah kelas dengan berdoa bersama, kemudian secara berkelompok lakukan *brainstorming* tentang materi menyusun desain proposal PTK
2. Mohon dibaca dengan teliti tujuan pembelajaran dan indikator pencapaian materi dan uraian materi
3. Mohon menyimak penjelasan dari narasumber dengan saksama
4. Mohon melakukan tanya jawab tentang desai proposal PTK, dan apabila perbedaan pendapat dalam tanya jawab, gunakan rujuan dan sumber yang tepat dan mintalah pendapat nara sumber
5. Silakan mengerjakan penugasan pada lembar kerja yang tersedia secara mandiri dan berusahalah untuk mendapatkan hasil maksimal. Anda diharapkan kreatif dalam memilih model pembelajaran yang akan digunakan untuk mengatasi masalah pembelajaran di kelas.
6. Presentasikan proposal PTK Anda dan diskusikan dengan peserta lain, dengarkan presentasi peserta lain dan berikan tanggapan dengan baik.
7. Silakan melakukan refleksi dan tariklah simpulan keseluruhan kegiatan belajar.

E. Latihan

Aktivitas: Berlatih menyusun pra-usulan PTK

Lembar Kerja 2.1 Latihan menyusun pra-usulan PTK

Berdasarkan hasil refleksi Anda pada LK 1.1 silakan mengembangkan sebuah usulan judul penelitian dengan mengisi LK 2.1 di bawah ini.

Nama	
Golongan / TMT	

1. Tuliskan rencana judul PTK

Menggunakan metode pembelajaran

_____
_____

untuk meningkatkan

_____

_____

pada kompetensi (pokok bahasan, materi pembelajaran)

_____

_____

pada mata pelajaran _____

bagi siswa kelas _____ sekolah _____

tahun _____

2. Mohon tuliskan 5 (lima) alasan mengapa bapak/ibu mengangkat masalah tersebut sebagai isu utama.

No	Alasan
1	
2	
3	
4	
5	

3. Tuliskan 3 (tiga) DATA, BUKTI, atau LAPORAN, yang dapat dipakai untuk memperkuat alasan tersebut.

1. ....

2. ....

3. ....

4. Apa tujuan kegiatan PTK yang akan Anda lakukan?

5. Apa manfaat PTK yang akan Anda lakukan?

6. Mohon tuliskan perbedaandan kesamaanantara tindakan yang akan dilakukan dalam PTK dan tindakan yang selama ini dilakukan.

Tuliskan nama metode pembelajaran **yang selama ini dipakai**	Tuliskan nama **metode pembelajaran BARU** (tindakan) yang akan dilakukandalam PTK :
Tuliskan dengan singkat bagaimana melaksanakan metode pembelajaran di atas.	Tuliskan dengan singkat bagaimana RENCANA melaksanakan metode pembelajaran yang baru tersebut..

Apa kelebihan metode pembelajaran yang selama ini dipakai?	Apa kelebihanmetode pembelajaran yang akan digunakan dalam PTK?
Apa kelemahan (atau kesulitan) dalam melaksanakan metode pembelajaran yang selama ini dipakai?	Apa kelemahan (atau kesulitan) dalam melaksanakan metode pembelajaran yang akan dipakai?
Bagaimana hasil belajar siswa dengan penggunaan metode tersebut?	Dengan memakai metode yang baru, hasil belajar apa saja yang akan ditingkatkan

7. Rancangan TINDAKAN

1.1 Tuliskan nama metode mengajar yang akan digunakan sebagai tindakan pada PTK ini.

_____
_____
_____
_____

1.2 Tuliskan dengan lebih rinci langkah-langkah utama tindakan tersebut.

No	Kegiatan Guru	Kegiatan Siswa	Keterangan

8. Rancangan Isi Pembelajaran

1.1 Tuliskan kompetensi spesifik siswa yang akan ditingkatkan pada kegiatan KBM selama 4 sampai dengan 8 pertemuan.

1.2 Tuliskan pokok bahasan atau subpokok bahasan dari kegiatan KBM selama 4 pertemuan tersebut.

Perte-muan ke	Pokok bahasan atau subpokok bahasan	Kegiatan PBM	Keterangan
1			
2			
Dst.			

9. Rancangan Pengambilan Data

Apa yang akan ditingkatkan	Data yang akan diambil	Instrumen untuk mengambil data
Kemampuan siswa dalam:		
Keaktifan siswa dalam:		
Kegairahan siswa dalam :		

Lainnya (bila ada)...		

10. Mohon menuliskan DOKUMEN yang akan dilampirkan di laporan PTK.

No	Nama Dokumen yang akan dilampirkan
1	
2	
3	
4	
5	
6	
dst	

11. Mohon tuliskan kembali JUDUL PTK dengan kalimat yang menurut pendapat Anda paling baik.

………………………………………………………………………………………

………………………………………………………………………………………

12. Selanjutnya berbekal isian format ini, buatlah rancangan usulan PTK dalam format usulan yang lebih baku dan baik. Selamat Bekerja, Semoga Sukses.

Aktivitas: Membentangkan naskah pra-usulan (rancangan usulan) PTK

Lembar Kerja 2.2 Presentasi dan konfirmasi

Setelah Anda menyusun naskah rancangan usulan PTK, presentasikanlah di hadapan peserta sejawat rancangan usulan itu untuk memperoleh masukan, saran, dan perbaikan.

F. Rangkuman

Masalah-masalah PTK dapat diidentifikasi atas (a) masalah yang berkaitan dengan pengelolaan kelas, (b) masalah proses belajar-mengajar, (c) masalah pengembangan atau penggunaan sumber belajar, dan (d) masalah yang berkaitan dengan wahana peningkatan personal dan profesional. Dalam merumuskan masalah, ada beberapa ketentuan yang perlu diperhatikan yang berkaitan dengan aspek substansi, aspek orisinalitas, aspek formulasi, dan aspek teknis.

Secara umum desain penelitian meliputi pendahuluan, yang terdiri atas (a) latar belakang, (b) rumusan masalah atau tujuan penelitian, (c) manfaat, (d) ruang lingkup dan definisi; dan metode penelitian, yang terdiri atas (a) pendekatan penelitian, (b) kehadiran atau peran peneliti di lapangan, (c) kancah penelitian, (d) subjek penelitian, (e) data dan sumber data, (f) pengumpulan data, serta (g) analisis data, evaluasi dan refleksi.

Proposal penelitian merupakan suatu pernyataan tertulis mengenai rencana atau rancangan kegiatan penelitian secara keseluruhan dan berkaitan dengan pernyataan atas nilai pentingnya penelitian.

Judul penelitian harus dirumuskan secara komunikatif, memuat variabel penelitian, mencerminkan aspek yang ingin ditingkatkan, cara peningkatan, sasaran dan lokasi penelitian, serta tidak lebih dari 20 kata. Bagian pendahuluan terdiri atas latar belakang masalah, rumusan masalah, tujuan penelitian, dan manfaat penelitian.

Pada PTK, kajian pustaka hanya dimaksudkan untuk memberi petunjuk (*guideline*) bahwa suatu tindakan dibenarkan secara teoretis. Pada bagian metodologi penelitian, perlu diuraikan secara jelas prosedur penelitian yang akan dilakukan.

G. Umpan Balik dan Tindak Lanjut

Setelah mengikuti kegiatan pembelajaran ini, Anda diharapkan dapat (a) membiasakan diri membuat catatan-catatan kejadian sebagai jurnal kegiatan belajar mengajar yang Anda lakukan di kelas; (b) menentukan topik dan mengidentifikasi masalah pembelajaran di kelas; dan (c) membuat desain (rancangan) proposal PTK. Sebagai tindak lanjut, Anda dapat (a) melaksanakan penelitian di kelas yang Anda ampu; dan (b) membuat laporan hasil PTK yang sudah Anda lakukan.

Kunci Jawaban Lembar Kerja

LK 1.1 : Jawaban menyesuaikan hasil diskusi latihan peserta dalam mengisi lembar kerja untuk latihan melakukan tindakan reflektif terhadap pembelajaran.

LK 1.2 : Jawaban menyesuaikan hasil diskusi latihan peserta dalam mengisi lembar kerja tentang memberi komentar atau saran terhadap permasalahan dan solusi hasil tindakan reflektif dalam pembelajaran.

LK 2.1 : Jawaban menyesuaikan hasil diskusi latihan peserta dalam mengisi lembar kerja rancangan penyusunan proposal PTK.

Evaluasi

1. Seorang pendidik diharuskan melakukan tindakan reflektif untuk meningkatkan kualitas pembelajaran. Keharusan ini tertuang dalam ...
   a. Permendiknas Nomor 15 Tahun 2007
   b. Permendiknas Nomor 16 Tahun 2007
   c. Permendiknas Nomor 17 Tahun 2007
   d. Permendiknas Nomor 18 Tahun 2007

2. Kegiatan atau tindakan reflektif merupakan basis untuk mengembangkan kompetensi profesional yang tertinggi dalam praktik pengajaran yang kompleks. Pendapat ini diusung oleh ...
   a. Osterman & Kottkamp
   b. Chruickshank
   c. Reid
   d. Knowles & Cole

3. Teknik yang emberikan kesempatan kepada para guru untuk saling mengamati pembelajaran yang mereka lakukan di kelas.
   a. *self report*
   b. *authobiograpies*
   c. *peer observation*
   d. *journal writing*

4. Ditinjau dari pendekatan yang digunakan, PTK tergolong penelitian ...
   a. kuantitatif
   b. kualitatif
   c. kombinasi kuantitatif dan kualitatif
   d. formal

5. Hal yang kali pertama seharusnya dipikirkan sebelum memulai membuat rancangan usulan PTK adalah ...
   a. judul penelitian
   b. masalah penelitian
   c. lokasi penelitian
   d. waktu penelitian

6. Masalah dalam PTK seyogianya dirumuskan dalam bentuk ...
   a. kalimat perintah
   b. kalimat tanya
   c. kalimat berita
   d. kalimat minor

7. Dalam bagian pendahuluan sebuah rancangan PTK, dimuat ...
   a. subjek penelitian
   b. data dan sumber data
   c. pendekatan penelitian
   d. rumusan masalah

8. Dalam bagian metode penelitian sebuah rancangan PTK, dimuat ...
   a. tujuan dan ruang lingkup penelitian
   b. manfaat penelitian
   c. cara analisis data
   d. latar belakang

9. Komponen kompetensi di bawah ini yang bisa dijadikan topik PTK adalah ...
   a. kompetensi kepala sekolah
   b. kompetensi siswa
   c. kompetensi guru
   d. kompetensi pegawai administrasi sekolah

10. Tujuan penelitian dalam rancangan PTK dirumuskan berdasarkan ...
    a. latar belakang masalah
    b. rumusan masalah
    c. batasan masalah
    d. manfaat penelitian

Penutup

Kami sampaikan ucapan selamat atas jerih payah dan usaha Anda membaca dan memahami konten modul ini.Harapan kami, semoga modul ini dapat memberikan manfaat kepada guru untuk meningkatkan mutu.Dibutuhkan keseriusan dan keaktifan para guru untuk dapat menyelesaikan modul ini hingga akhir.

Kami menyadari bahwa modul ini masih memiliki banyak kekurangan. Untuk itu, kami mengharapkan saran dan kritik Anda demi perbaikan modul di masa yang akan datang.

Daftar Pustaka Rujukan

Rujukan Buku

Aries, E.F & Haryono, A.D. 2012. *Penelitian Tindakan Kelas: Teori dan Aplikasinya*. Malang: Aditya Media.

Arikunto, S dkk. 2015. *Penelitian Tindakan Kelas*. Edisi Revisi. Jakarta: Bumi Aksara.

Bailey, K.M. 1990. The use of diary studies in teacher education programmes. In J.C. Richards and D. Nunan (Eds), *Second Language Teacher Education* (pp. 215-226). New York: Cambridge University Press.

Bartlett, Leo. 1990. Teacher development through reflective teaching. In J.C. Richards and D. Nunan (Eds), *Second Language Teacher Education* (pp. 2002-214). New York: Cambridge University Press.

Bond, D.R. Keogh and D. Walker (Eds). 1985. R*eflection: Turning Experience into Learning.* London: Kogan Page.

Brock, Mark N., Bartholomew Yu and Matilda Wong. 1991. "Journaling together; collaborative diary-keeping and teacher development". Paper presented at the International Conference on Second Language Teacher Education, City Polytechnic of Hong Kong, April 1991.

Hopkins, D. 1993. *A Teacher Guide to Classroom Research*. Philadelpia: Open University Press.

Knowles, J.G. dan Coe.A.L., 1994. Teacher Educators Reflecting on Writing in Practice dalam Russell, T. dan Korthagen, F (Ed.) *Teachers who Teach Teacher: Reflections on Teacher Education* (71-94). Ontario: Routledge.

Kunandar.2013. *Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru*. Jakarta: RajaGrafindo Persada.

Osterman, K.F. & Kottkamp, R.B. 2004.*Reflective Practice for Educators: Improving Schooling Through Profesional Development*. California: Corwin Press.

Richards, Jack C. 1990. The teacher as self-observer.In Jack C. Richards, *The Language Teaching Matrix*. New York: Cambridge University Press (pp. 118-143)

Richards, Jack C. and Charles Lockhart.1991.Teacher development through peer observation.In press. TESOL Journal.

Setyosari, Punaji. 2013. *Metode Penelitian Pendidikan dan Pengembangan*. Jakarta: Kencana.

Schön, D. 1983. *The Reflective Practitioner: How Professionals Think in Action*. Temple Smith.

Rujukan laman (*web*)

http://sydney.edu.au/learningcentre/clearer_writing/module4/logical_relations/logical_relations_intro.html

http://www.onestopenglish.com/methodology/ask-the-experts/methodology-questions/methodology-coherence-and-cohesion/154867.article

http://hubpages.com/education

Glosarium

Istilah	Penjelasan
Reflective teaching	Kegiatan refleksi dalam proses belajar-mengajar
Sel-reflection	Refleksi diri
Recollection of the event	Perekaman pengalaman
Peer observation	Observasi oleh rekan sejawat
Self-report	Instrumen yang diisi untuk penilaian diri
Journal writing	Menulis jurnal pengajaran harian

MODUL PENGEMBANGAN KEPROFESIAN BERKELANJUTAN

J

Kelompok Kompetensi

PROFESIONAL
Critical Text Analysis

Edisi Revisi 2017

MODUL
PENGEMBANGAN KEPROFESIAN BERKELANJUTAN

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

KELOMPOK KOMPETENSI J

PROFESIONAL:
CRITICAL TEXT ANALYSIS

Penulis:
Indriyati, S.S., MTrain.Dev.
Gunawan Widiyanto
Dr. Nikmah Nurbaity, M.Pd.

Penelaah:
Sahadadi Mulyana, M.Hum.
Dr. Nur Arifah Drajati, M.Pd.
Drs. Suharno, M.Pd.
Yanti Susiwi, S.Pd.

Desain Grafis dan Ilustrasi:
Tim Desain Grafis

Daftar Isi

Daftar Gambar

Daftar Tabel

Pendahuluan

A. Latar Belakang

Pengembangan keprofesian berkelanjutan (PKB) adalah pengembangan kompetensi guru dan tenaga kependidikan yang dilaksanakan sesuai dengan kebutuhan, bertahap, dan berkelanjutan untuk meningkatkan profesionalismenya. Dengan demikian, PKB merupakan kegiatan untuk memelihara dan meningkatkan kompetensi guru dan tenaga kependidikan secara keseluruhan, berurutan, dan terencana berdasarkan kebutuhan individu. Kegiatan Guru Pembelajar sesuai amanat Peraturan Menteri Negara dan Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 16 Tahun 2009 tentang Jabatan Fungsional Guru dan Angka Kreditnya yang terdiri dari 3 (tiga) kegiatan, yaitu (1) kegiatan pengembangan diri, (2) karya ilmiah, dan (3) karya inovatif. Kegiatan pendidikan dan pelatihan termasuk dalam kegiatan pengembangan diri.

Selain kompetensi kepribadian dan sosial, kompetensi profesional dan pedagogik merupakan kompetensi esensial yang wajib dimiliki oleh guru. Kompetensi profesional adalah penguasaan materi pembelajaran secara luas dan mendalam yang mencakupi penguasaan materi kurikulum mata pelajaran di sekolah dan substansi keilmuan yang menaungi materinya serta penguasaan terhadap struktur dan metodologi keilmuannya. Adapun kompetensi pedagogik adalah kemampuan pemahaman terhadap peserta didik, perancangan dan pelaksanaan pembelajaran, evaluasi hasil belajar dan pengembangan peserta didik untuk mengaktualisasikan berbagai potensi yang dimilikinya.

Guru dan tenaga kependidikan wajib melaksanakan PKB baik secara mandiri maupun berkelompok. Kegiatan PKB dilakukan dalam bentuk diklat oleh lembaga pelatihan sesuai dengan jenis kegiatan dan kebutuhan guru. Salah satu lembaga penyelenggara diklat PKB adalah P4TK Bahasa. Pelaksanaan diklat tersebut memerlukan modul sebagai salah satu sumber belajar bagi peserta diklat. Salah satu modul tersebut adalah "Critical Text Analysis". Modul ini ditulis untuk dapat dipelajari secara mandiri oleh peserta diklat PKB guru bahasa

Inggris SMP. Regulasi yang dijadikan landasan penulisan modul ini adalah sebagai berikut:

- Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan sebagaimana diubah dengan Peraturan Pemerintah Nomor 32 Tahun 2013;
- Peraturan Pemerintah Republik Indonesia Nomor 74 Tahun 2008 tentang Guru;
- Peraturan Menteri Negara Pemberdayaan Aparatur Negara dan Reformasi Birokrasi Nomor 16 Tahun 2009 tentang Jabatan Fungsional Guru dan Angka Kreditnya;
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru;
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 41 Tahun 2012 tentang Organisasi dan Tata Kerja PPPPTK.

B. Tujuan

Modul *Critical Text Analysis* merupakan modul kompetensi profesional untuk Guru Bahasa Inggris SMP. Tujuan mempelajari modul ini adalah agar Anda dapat meraih capaian kompetensi profesional yang meliputi:

1. Pemakaian berbagai aspek kebahasaan dalam bentuk *logical connectors*, *core modal verbs* dan penggunaan ungkapan *agreement* dan *disagreement*;
2. Analisis kohesi (*cohesion*) dan koherensi (*coherence*) pada teks jenis *discussion*, *news items* dan *hortatory exposition*; dan
3. Analisis teks secara kritis.

C. Peta Kompetensi

Peta kompetensi profesional guru bahasa Inggris kompetensi J seperti yang tertuang pada Permendiknas Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru adalah sebagai berikut.

Tabel 1 Peta Kompetensi Profesional Guru Bahasa Inggris SMP KK J

No	Kompetensi Inti	Kompetensi Guru Mapel	Indikator Pencapaian Kompetensi
1		Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam bahasa Inggris (linguistik, wacana, sosiolinguistik, dan strategis)	Mengidentifikasi jenis jenis *logical connectors/ conjunctions* dan fungsinya
			Menggunakan *logical connectors/conjunctions* yang tepat dalam kalimat.
			Menentukan *core modal verbs* yang tepat sesuai konteks kalimat.
			Menggunakan ungkapan *agreement* dan *disagreement* dalam konteks kalimat yang tepat
2		Menguasai bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik, dan strategis)	Menganalisis *cohesiveness* dan *coherency* pada teks bentuk *news item*, *hortatory exposition* dan *discussion*.
			Menganalisis teks secara kritis.

D. Ruang Lingkup

Modul ini terdiri dari empat kegiatan pembelajaran, yakni Kegiatan Pembelajaran 1 tentang *Grammar* dan *Language Expressions*, Kegiatan Pembelajaran 2 tentang *Analysis on Cohesion and Coherence in Text*, Kegiatan Pembelajaran 3 tentang *Critical Text Analysis* (*Critical Reading*), dan Kegiatan Pembelajaran 4 tentang *Review Text*.

E. Cara 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 untuk moda tatap muka, baik model tatap muka penuh maupun model tatap muka *In-On-In*. Alur model pembelajaran secara umum dapat dilihat pada bagan berikut.

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 bersemuka (*face to face*) secara

penuh yang dilaksanakan oleh unit pelaksana teknis (UPT) di lingkungan Direktorat Jenderal GTK maupun lembaga diklat lainnya. Kegiatan tatap muka penuh ini dilaksanakan secara secara terstruktur pada suatu waktu yang dipandu oleh fasilitator.Model tatap muka penuh ini dilaksanakan dengan menggunakan alur pembelajaran yang dapat dilihat pada bagan alur berikut ini.

Gambar 2. Alur Pembelajaran Tatap Muka Penuh

Kegiatan pembelajaran model tatap muka penuh dapat dijelaskan sebagai berikut.

 a. Pendahuluan

Padakegiatan pendahuluan ini, fasilitator memberi kesempatan kepada peserta diklat untuk mempelajari hal-hal berikut:

* Latarbelakang 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 J ini (*Critical Text Analysis* dan Refleksi Pembelajaran dan PTK), 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 atau berkelompok dan dapat mengonfirmasi 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 menggunakan pendekatan yang secara langsung berinteraksi di kelas pelatihan bersama fasilitator dan peserta lainnya, melalui diskusi tentang materi, praktik, atau latihan kasus. Lembar kerja pada pembelajaran tatap muka penuh adalah bagaimana menerapkan pemahaman materi-materi yang berada padakajian materi. Pada aktivitas pembelajaran materi ini, peserta secara aktif menggali informasi, mengumpulkan dan mengolah data, dan menarik simpulan kegiatan pembelajaran.

d. Presentasi dan Konfirmasi

Pada kegiatan ini peserta melakukan presentasi hasil kegiatan dan fasilitator melakukan konfirmasi terhadap materi dan dibahas bersama. Peserta dan penyaji menelaah (*review*) materi berdasarkan seluruh kegiatan pembelajaran.

e. PersiapanTes 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 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 bagan alur berikut ini.

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

Kegiatan pembelajaran tatap muka model *In-On-In* dapat dijelaskan sebagai berikut.

a. Pendahuluan

Kegiatan pendahuluan ini disampaikan bertepatan dengan pelaksanaan *In Service Learning* 1. Fasilitator memberi kesempatan kepada peserta diklat untuk mempelajari hal-hal berikut.

- 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 J ini, fasilitator memberi kesempatan kepada guru sebagai peserta untuk mempelajari materi yang dibentangkan secara singkat sesuai dengan indikator pencapaian hasil belajar. Guru sebagai peserta dapat mempelajari materi secara individual atau berkelompok dan dapat mengonfirmasi permasalahan kepada fasilitator.

❖ Melakukan Aktivitas Pembelajaran

Pada kegiatan ini, peserta melakukan kegiatan pembelajaran sesuai dengan rambu-rambu atau instruksi yang tercantum pada modul dan dipandu oleh fasilitator. Kegiatan pembelajaranmenggunakan pendekatan/metode yang secara langsung berinteraksi di kelas pelatihan, dengan metode berpikir reflektif, diskusi, *brainstorming*, simulasi, atau studi kasus yang semuanya dapat melalui Lembar Kerja (LK) yang telah disusun sesuai dengan kegiatan pada *In-1*. 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 J ini, guru sebagai peserta akan mempelajari materi yang telah diuraikan pada *in service learning* 1 (In-1). 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 *In-1* dan sesuai dengan rambu-rambu atau instruksi yang tertera pada modul. Dalam kegiatan pembelajaran inidigunakan pendekatan/metode praktik, eksperimen, sosialisasi, implementasi, diskusi sejawat (*peer discussion*),yang secara langsung dilakukan di sekolah maupun kelompok kerja melalui tagihan berupa Lembar Kerja yang telah disusun sesuai dengan kegiatan pada *On*. Dalam

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 dikonfirmasi oleh fasilitator dan dibahas bersama. Peserta dan penyaji menelaah (*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 pembinaan karier guru kelompok kompetensi J ini terdiri dari beberapa kegiatan pembelajaran yang di dalamnya terdapat aktivitas-aktivitas pembelajaran sebagai pendalaman dan penguatan pemahaman materi yang dipelajari.Modul ini mempersiapkan lembar kerja yang nanti akan dikerjakan oleh peserta. Lembar kerja tersebut dapat dilihat pada tabel berikut.

Tabel 2. Daftar Lembar Kerja Modul

No	Kode LK	Nama LK	Keterangan
1.	LK1.1.	Logical relations with conjunctions	TM, IN1
2.	LK 1.2.	Logical connectors in sentences	TM, IN1
3.	LK 1.3.	Connectors in a text	TM, IN1
4.	LK 1.4.	Core modal verbs	TM, IN1
5.	LK 1.5.	Modal verbs	TM, IN1
6.	LK 1.6.	Agreement and disagreement	TM, ON
7.	LK 1.7.	Expression of agreement or disagreementin dialogue	TM, IN1

No	Kode LK	Nama LK	Keterangan
8.	LK 1.8.	Agreement and politeness	TM, IN1
9.	LK 1.9.	Penilaian berbasis kelas	TM, IN1, ON
10.	LK 1.10	Presentasi dan Konfirmasi	IN2
11.	LK 2.1.	Cohesion and coherence in text	TM, IN1, ON
12.	LK 2.2.	Comparison of cohesiveness among the text	TM, IN1
13.	LK 2.3.	Discussion of how to teach cohesion and coherence	TM, IN1, ON
14.	LK 2.4.	Presentasi dan Konfirmasi	IN2
15.	LK 3.1.	Reading materials	TM, IN1, ON
16.	LK 3.2.	Exercise for whilst-reading	TM, IN1, ON
17.	LK 3.3.	Authority of the writer	TM, IN1, ON
18.	LK 3.4.	Logic of the writer's argument	TM, IN1, ON
19.	LK 3.5.	The writer's ways of getting your interest	TM, IN1, ON
20.	LK 3.6.	Presentasi dan Konfirmasi	IN2
21.	LK 4.1	Film review	TM, IN1
22.	LK 4.3	Presentasi dan Konfirmasi	IN2

Keterangan:

TM   :Digunakan pada Tatap Muka Penuh

IN1   :Digunakan pada *In Service Learning 1*

ON   :Digunakan pada *On the Job Learning*

IN2   : Presentasi

Kegiatan Pembelajaran 1

Grammar and Language Expressions

A. Tujuan

Peserta dapat memahami jenis-jenis *logical connectors*, *core modal verbs*, dan ungkapan *agreement* dan *disagreement*.

B. Indikator Pencapaian Kompetensi

Setelah mempelajari dan memahami dengan baik kegiatan pembelajaran ini, Anda diharapkan dapat

1. Mengidentifikasi jenis-jenis *logical connectors* dan fungsinya;
2. Menggunakan *logical connectors* yang tepat dalam kalimat;
3. Menggunakan *core modal verbs* yang tepat sesuai konteks kalimat;
4. Menggunakan ungkapan *agreement* dan *disagreement* dalam konteks kalimat yang tepat.

C. Uraian Materi

Logical Conjunction

Logical conjunction is used to link two or more ideas which have a particular relationship. This relationship can be **sequential** (**time), reason and purpose, adversative (opposition and/or unexpected result),** or **condition**. There are a number of logical connectorsused to link ideas in academic writing; these can be grouped into five main types.

Tabel 3. Types of Logical Connectors

Addition & Replacement	where extra information is simply added or one idea replaces another
Comparison &Contrast	where two ideas are presented as either similar or different.
Exemplification & Restatement	where a previously mentioned idea is repeated by rewording it or giving an example.
Cause & Condition	where the reason why or the conditions under which something happens are given.
Time & Place	where ideas, things and events are located in time and space.

Types of Logical Connector

1. Addition and Replacement

In relations involving 'addition', extra information is simply added, for example:The research has been criticised for three reasons. It did not use a large enough sample **and** the results were contradictory. **Moreover**, it was alleged that the statistical analysis was faulty.

The research has been critised for three reasons

The writer gives two reasons for the criticism, joined by **and** and adds a third using **moreover**

It did not use a large enough

and

The result were

Moreover

It was alleged that the statical analysis was faulty
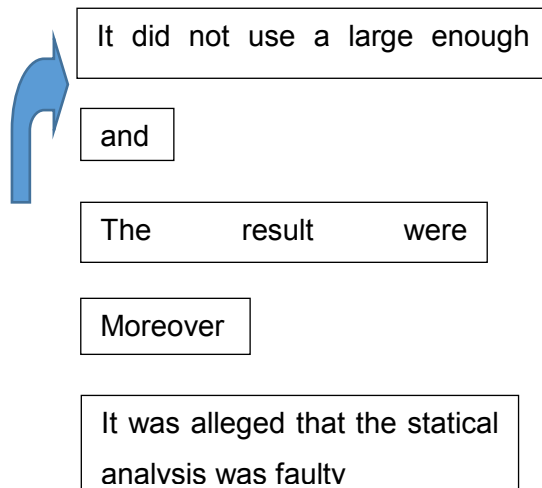
In relations involving 'replacement', one piece of information is replaced with another, ie. alternative ideas are offered, for example:

Such a policy could stimulate the economy **or** it could plunge it deeper into recession.

| Such a policy could stimulate the | The writer introduces a second, alternative idea using **o**r |

| or |

| It could plunge it deeper into recession |
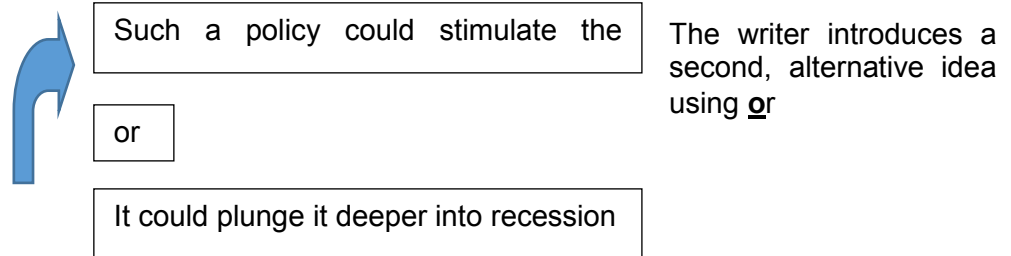
2. Comparison and Contrast

In this type of relation, two ideas may be considered to be similar (comparison), for example:

It is hard to see why a code in which GGC means glycerine and AAG means lysine is either better or worse than one in which the meanings are reversed. Similarly a language in which "horse" mean a quadruped with cloven hoofs and horns, and "cow" one with a single toe and a mane, would be neither better nor worse than English.

| It is hard to see why a code in which GGC means glycerine and AAG means lysine is either better or worse than one in which the meanings are reversed. | The writer compares the idea in the first sentence about code wth the idea in the second sentence about language. |

| Similarly |

| a language in which "horse" mean a quadruped with cloven hoofs and horns, and "cow" one with a single toe and a mane, would be neither better nor worse than English |
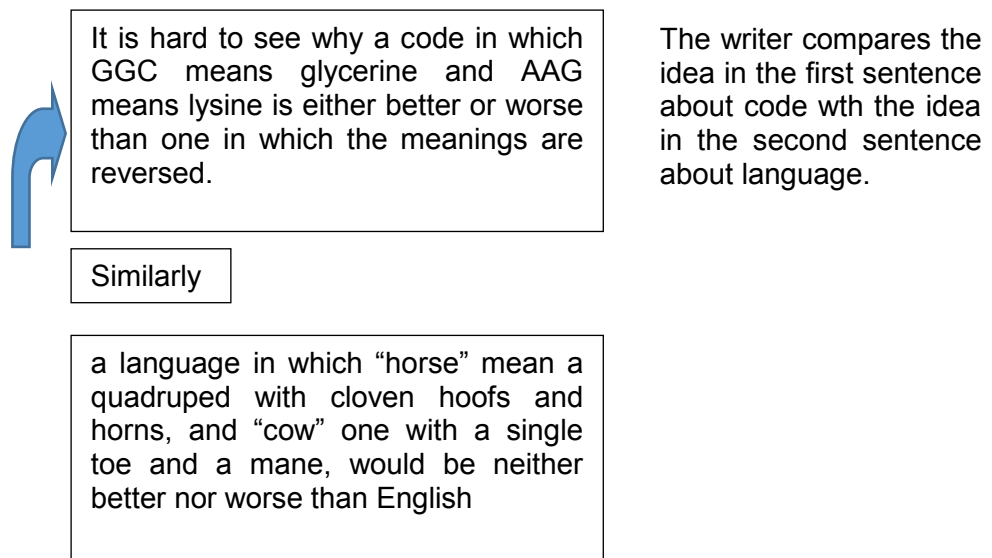
Two ideas may be considered to be different (contrast), for example:

<u>Whereas</u> pain and discomfort usually lead to avoidance behaviour, hunger and thirst usually lead a person to seek food and drink. Anorexic patients, <u>however</u>, do not respond to hunger in the normal way.
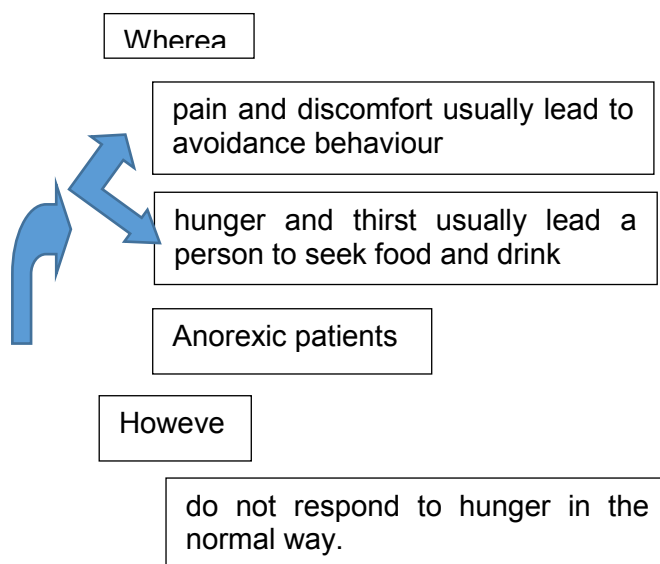
Wherea	
pain and discomfort usually lead to avoidance behaviour	The writer contrasts the normal reaction to pain and discomfort with the normal reaction to hunger and thirst by introducing one clause with **whereas**. **Whereas** here does not come between the clauses it joins.
hunger and thirst usually lead a person to seek food and drink	
Anorexic patients	
Howeve	
do not respond to hunger in the normal way.	

We can also add relationships of concession to this group. While the two ideas in a concessive relation are in contrast with each other, one tends to be surprising or unexpected in view of the other, for example:

<u>Even though</u> the government introduced policies to stimulate the economy, the recession worsened.
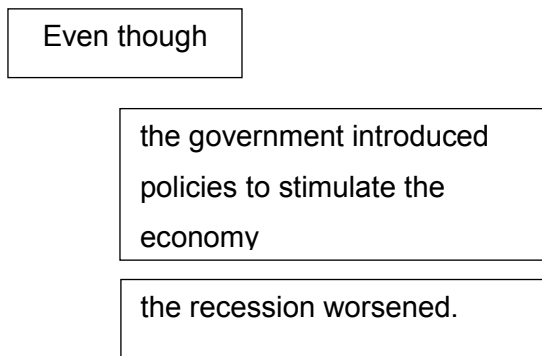
Even though	The writer uses **even though** to introduce the idea of stimulating the economy and to preare the reader for an unexpected outcome – the worsening of the recession.
the government introduced policies to stimulate the economy	
the recession worsened.	

3. Exemplification and Restatement

With restatement, we repeat a previously mentioned idea by rewording it, for example:

Modern literature in most countries has abandoned the focus on unique, individual psychological struggles, preferring a contemporary focus on social issues. In other words, contemporary literature has found a critical voice.

Modern literature

In most countries has abandoned the focus on unique, individual psychological struggles, preferring a contemporary

Focus on social issues

Contemporary literature

Has found a

Critical voice

The writer restates an idea using different wording. Restatement is usually used to emphasize or summarize an important point. The restatement should make the idea or argument clearer to the readers.

With exemplification, we provide an example to illustrate a point, for example:

... contemporary literature has found a critical voice. For example, novels from Africa depict ordinary people struggling against adversity.

Contemporary literature has found a critical voice

For example

Novels from Africa depict ordinary people struggling against adversity

The writer elaborates the idea by giving an example. The exemplification should make the idea or argument clearer to your reader.
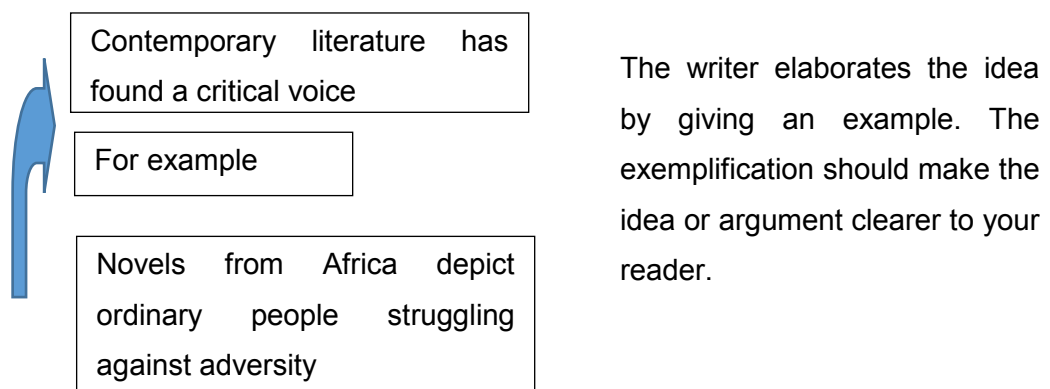
4. Cause and Condition

Cause highlights a cause-effect relation between two ideas, or gives a reason why something happens, for example:

<u>Because of</u> wind and water erosion Australia loses millions of tonnes of topsoil each year.
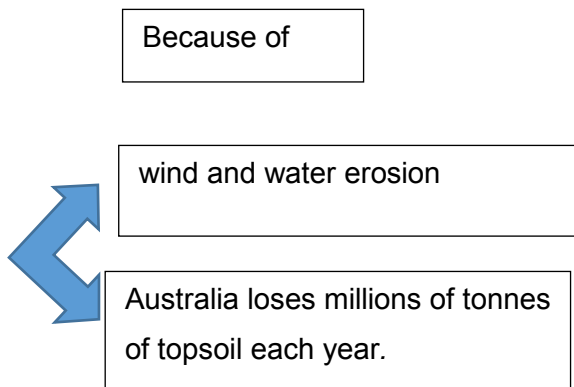
Because of

The writer uses **because of** to introduce a cause followed by an effect.

wind and water erosion

Australia loses millions of tonnes of topsoil each year.

Condition suggests the kinds of circumstances under which something happens or is done, for example:

<u>If</u> something is not done about this situation soon we will not have enough soil left to feed ourselves.

if
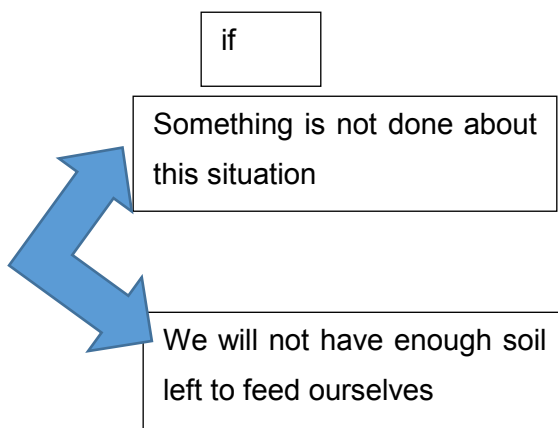
The writer uses **if** to introduce a condition followed by an outcome.

Something is not done about this situation

We will not have enough soil left to feed ourselves

5. Time and Place

These relations locate or sequence events, things and ideas in time or space. Of the two, time is by far the most common in academic writing. For example:

Non-absorbent cotton wool was put loosely on top of the mung beans. A bung was <u>then</u> attached to the respiration chamber and the respiration chamber was covered with foil. <u>Next</u>, a syringe was attached to the bung and left there for ten minutes ...

Tabel 4. List of Logical Connectors

Relation	Across sentences	Within a sentence
ADDITION & REPLACEMENT	also in addition furthermore moreover further besides likewise in the same way similarly	and, and also nor or, or else
CONTRAST & COMPARISON	however on the other hand in contrast on the contrary instead nevertheless even so despite this still yet in the same way likewise similarly	but whereas while yet even though although (just) as while both...and neither...nor

Relation	Across sentences	Within a sentence
CAUSE & CONDITION	for this reason therefore because of this thus hence as a result consequently hat being so in that case otherwise	because since so so that in order that if...(then) if (+ neg verb)
EXEMPLIFICATION & RESTATEMENT	for instance to illustrate this for example in other words that is to put it another way to sum up in brief to clarify	
TIME & PLACE	then afterwards previously up till now first second(ly) thirdly next finally at this/that point	when/once after before where here/there

Core Modal Verbs in Modality

Modality is about a speaker's or a writer's attitude towards the world. A speaker or writer can express certainty, possibility, willingness, obligation, necessity and ability by using modal words and expressions. Core modal verbs cover *can, could, may, might, will, shall, would, should* and *must*. More detailed discussion is depicted below.

1. Can

We use *can* to show:

a. Permission

    Example:

- 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.

b. Ability

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.)

c. General truth

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:

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

d. Possibility

We use *can* to express possibility or to question possibilities, for example:

- 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.)

e. Guessing and Predicting

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.

Look at the following dialogue.

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.)

f. Request

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?

g. Reproches

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?

2. Could
a. Possibility

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

Compare:

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

b. Suggestions

We often use ***could*** to make suggestions. Look at the following dialogue.

    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?

c. Permission

We use **_could_** to ask for permission. **_Could_** is more formal and polite than **_can_**, for example:

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)

d. Ability

We use _could_ to talk about past ability:

When I was young, I could easily touch my toes.

e. 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.

f. Guessing and predicting

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.

  Note: 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_) and mental processes (_think, believe, remember, understand_).

- 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.

g. 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.')

h. 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.

i. Regret

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

A: We had to give away our dog when we moved to England.
B: Oh, how could you?

3. Will

a. Certainty in the future

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

Example:

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

In dialogue:

> A: He's still there at the moment.

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

b. Making prediction

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.

- 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.)

c. 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.

d. Intentions and decisions

We use *will* f or 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.
- What **will** you do with that soup? W**ill** 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 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.

e. 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, for example:

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.

f. Promises

We use *will* to make promises:

- I'll be there for you. Don't worry.
- We'll always love you.

g. Request and Invitations

We often make requests or invitations with **will**, for example:

- Will you pass me the salt?
- This tastes good. Will you give me the recipe?
- Will you come for dinner on Saturday?

h. Commands

We sometimes give commands or orders using **will.**

For example:

- 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.

i. General truths

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

For example:

[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)

j. Habitual events

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

For example:

[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.

k. Disapproval

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

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

l. Inaminate objects

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

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

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 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:

I'll see you later. I won't be late. (informal)

I shall see you later. I shan't be late.(formal)

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.

4. Would
a. Requests

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

*   Would you make dinner?

b. 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.

c. 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.

d. 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.

*   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.

e. Reported clauses

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

Tabel 5. Reported Clauses on *Will*

Statement with *Will*	Reported
'I'll pay for the food,' said Tom	Tom said that he would pay for the food.
Weather forecast: "There will be clear skies in the morning but it will be cloudy for the afternoon."	The weather forecast said that there would be clear skies in the morning but that it would be cloudy for the afternoon.

f. 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.

g.   Being less direct

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

- **Advise:**I'd advise you to keep working on your grammar.
- **Imagine**:I'd imagine it can't be easy for you.
- **Recommend**: I'd recommend that you try this size. (formal)
- **Say**:I'd say you are about 40.
- **Suggest:**We'd suggest that you take this route. It's more scenic. (formal)
- **Think**: It's much further than Dublin, I would think.

Note: 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	
Will you give me a wake-up call at 7 am, please?	Would you mind giving me a wake-up call at 7 am, please?
Will you excuse me just one second?	Would you excuse me just one second?

Using *would* 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
a. Offers, suggestions and advice

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

Offer	**Shall I** carry your bag?
Suggestion	**Shall I** call again onThursday?
Seeking advice	What **shall we** do with this?

 b. 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

Formal	Less formal
We **shall** remember this day forever.	We **will** remember this day forever.

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.

c. Commands

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

- [public notice]This door **shall** be kept closed at all times.

Note : 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. May
a. Permission

We use *may* to ask for, give and refuse permission. It is quite formal.

asking for permission	giving permission	refusing permission
May I leave the room?	Yes, you **may**.	No, you **may** not.
May we use your phone?	Yes, you **may**.	No, you **may** not.

Can, could and *may* are all used to ask for permission. *May* is the most formal/polite and *could* is more formal and polite than *can*.

b. Possibility

We use *may* to refer to weak possibility in the present and future:

- *The economy **may** go up or down in the next year.* (I think both are possible, the economy going up or the economy going down. I am not making either one a strong possibility.)
- I think I **may** go to the doctor today and try to get some antibiotics. (I am not very sure yet if I will go to the doctor.)

c. General truths

We use *may* in formal writing, especially academic English, to describe things which the speaker thinks are generally true or possible. In this case, it is a more formal equivalence of *can*.

Compare

A typical farmer's cottage **can** be seen in the Ulster Folk Museum.	Both sentences express what the speaker believes to be a general truth about where the cottage is located. The speaker knows that there is a cottage in the museum and a visitor is able to see them there if they want to. *May* is more formal.
A typical farmer's cottage **may** be seen in the Ulster Folk Museum.	

d. Accepting a different view or opinion

We often use *may* to accept a different view or opinion, especially with *well*, and/or followed by *but*.

*   One month **may** well be too long to go away on holiday.
*   I **may** be wrong but I am going to tell the police about it.
*   The couch **may** well cost more but it's going to be different.

7. Might
a. Possibility

We use *might* most often to refer to weak possibility.

*   I **might** go to Japan for a month to study Japanese.
*   The dog **might** bark when we pass by the gate.
*   They **might** not like very hot food.

b. Permission

We use *might* to refer to permission. It is very formal and is not used very often.

- **Might** I ask your name?
- **Might** I interrupt you for a moment?

Warning:

The reply to these will not contain *might*, for example in the dialogue:

A: **Might** I ask your address?

B: Yes. It's 41 Ross Avenue.

A: **Might** I ask you a question?

B: *Yes. Of course*. (Not: Yes. You might.)

c. Suggestions

We can use *might* to give advice or make a suggestion sound more polite or less direct, especially when used together with *like, prefer* or *want*, for example:

- (A waiter politely suggesting a dessert to a customer)*You **might** like to try one of our wonderful desserts.*

d. Criticism

We often use *might have + -ed* form to express disapproval or criticism.

- You **might have told** me you weren't coming home for dinner. (you didn't tell me)
- You might have tidied your room.

e. Might: reporting may

We use *might* as the past form of *may* in indirect reports.

- 'That **may** not be true', she said.

She said that it **might** not be true.

Might: typical error

We do not use *might* for ability; we use *can* or *could,* for example:

- Although you **can** visit these places, if you are tired, you're welcome to stay in the hotel.

Not: Although you might visit these places …

- I **could** hear the noise of an engine.

Not: I might hear the noise of an engine.

8. Should

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.

9. 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.

10. Conditional sentences

Warning: We sometimes use *should* in hypothetical conditional clauses with *if* to express possibility. It is formal*:*

[information leaflet in a hotel room]

If you should wish to use the internet, there is a code available at the reception desk.

If you should decide not to go on the trip, you will get a full refund.

Warning:

We can also use **should you** as an alternative to **If you should** in these situations by changing the order of the subject and the verb. Compare these two sentences with the examples above. They have the same meaning and they are also formal.

- Should you wish to use the internet, there is a code available at the reception desk.
- Should you decide not to go on the trip, you will get a full refund.

11. Thanking

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!

12. Surprise

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.

Expressing Agreement and Disagreement

Being able to express your opinion, and to agree or disagree with the opinions of others, can make conversation a lot more fun and interesting. Have you seen any good movies lately? Have you seen any bad movies lately? A great way to practice these expressions is by talking about a movie you and your friends have seen recently.

Ways of expressing agreement:

1. **That's right/You're right/I know**: used when agreeing with someone.
   Example:
   - *'It's supposed to be a very good school.' '__That's right__. They get great results.'*
   - *'He's really boring, isn't he?' 'Oh, __I know__, he never stops talking about himself.'*

2. **Exactly/Absolutely/I couldn't agree more**: used for saying that you completely agree with someone.
   - Example:
     'When we were young, people didn't get into debt.' '__Exactly__. You just bought what you could afford.'
   - 'I think Jacob is the best person for the job.' '__Absolutely__. I'll be amazed if he doesn't get it.'

     'We had to wait three months to get a phone line – it's ridiculous.' '__I couldn't agree more.__'

3. **You can say that again/You're telling me**: a more informal way of saying that you completely agree with someone.

   Example:

   - *'It's so cold outside!' '__You can say that again!__'*
   - *'The buses are so unreliable!' '__You're telling me!__ I've been waiting here for half an hour.'*

4. **Why not?** is used when agreeing with a suggestion someone has made.
   Example:

'Let's go to the cinema tonight.' '***Why not?*** *We haven't been for ages.'*

5. **I suppose (so)/I guess (so)** is used when you agree that someone is right, but you are not happy with the situation.

   Example:
   '*We'll have to get some new tyres.'* '***I suppose so/I guess so****. But it will be expensive.'*

Ways of expressing disagreement

1. ***I'm sorry, but…/Excuse me, but…/Pardon me, but…*** are used when politely telling someone that you do not agree with them.
   Example:
   Sorry/Excuse me/Pardon me*, but it was never proved that he stole that car.*

2. ***Absolutely not/Of course not…/Nothing of the kind!*** are used for saying that you completely disagree with what someone has said.
   Example:
   'I think I should accept the blame for the accident.' '***Absolutely not!/Of course not!/Nothing of the kind!*** *There's no way it was your fault.'*

3. ***I don't know/I take your point/That's true, but…*** are used as polite ways of saying that you do not really agree with someone.
   - Example:
     '*Peter is really unfriendly sometimes.* '***I don't know****, he's always been very kind to me.'*
   - 'These taxes on petrol are far too high.' 'Well yes, **I take your point**. But maybe that'll encourage people to use their cars less.'
   - 'She's a difficult person to work with.' '**That's true**, but she's a really good designer.'

4. ***Speak for yourself…*** is an ***informal*** and sometimes impolite way of telling someone that your opinion is very different to theirs:
   'We don't mind walking from here.' '**Speak for yourself!** My feet are killing me!'

5. ***Don't make me laugh/Are you kidding?/You must be joking…***are informal ways of telling someone you completely disagree with them, and you think that what they have said is crazy.

Example:

'I really think the Beatles are overrated.' ***'Are you kidding?/Don't make me laugh!*** *They're better than any of the modern bands.'*

D. Aktivitas Pembelajaran

Untuk lebih menguasai materi tentang *Grammar and Language Expressions*, Anda bisa melakukan aktivitas berikut.

1. Mulailah kelas dengan berdoa bersama, kemudian secara berkelompok lakukan curah pendapat (*brainstorming*) tentang materi Grammar and *Language Expressions* (*logical connectors*, *core modal verbs* dan *agreement and disagreement*)

2. Silakan membaca dengan teliti tujuan pembelajaran dan indikator pencapaian materi dan uraian materi.

3. Silakan merangkum materi yang Anda baca dan mencari informasi tambahan/pengayaan untuk materi.

4. Silakan mendiskusikan hasil rangkuman Anda bersama kelompok atau kelas. Apabila ada perbedaan pendapat, gunakan rujukan yang tepat atau tanyakan kepada narasumber.

5. Mohon mengerjakan latihan secara mandiri dan berusahalah untuk mendapatkan hasil maksimal dan lakukan verifikasi hasil latihan.

E. Latihan

Activity: Analyzing logical relation in a text

Worksheet 1.1 Logical relation with conjunctions

Procedure:

a. Read the following text on "Cassava".
b. Find the conjunctions which suggest that a logical relation is being made.
c. Drag them into the table provided below the text according to the type of relation being expressed (addition, condition, contrast etc).

Cassava is the staple food of millions of people in Africa, Asia and central America. Its swollen, tuberous root can be boiled, mashed or grated to produce flour which can be made into small cakes. The importance of the crop is partly because it can be left in the ground for two to three years without causing deterioration. Therefore it is a useful insurance against famine. In other words, it was thought to be a very useful crop. However, recent findings suggest that it has a number of disadvantages.

First, since the tuber consists almost entirely of starch, it is very low in protein. Therefore reliance on cassava can lead to serious malnutrition. Furthermore, some varieties, when grown under certain conditions of soil and climate, develop a high prussic acid content and become extremely poisonous to people and livestock.

In addition a new danger has been observed over the past few years in Nigeria. For example, doctors there have begun to suspect that if large amounts of cassava are eaten during pregnancy deformities may be caused in the developing fetus. The result of this is thought to be various kinds of brain or other neuronal malformations in babies.

Addition &Replacement	Comparison & Contrast	Exemplification & Restatement	Cause & Condition	Time & Place

Activity: Filling in the blanks with suitable logical connectors

Worksheet 1.2 Logical connectors in sentences

Fill in the blank for each sentence below with suitable logical connector.

1. Susie refused to take part in the concert. _____, she changed her mind the next day.

2. The car beat the red traffic light. _____, the driver was issued a summons by the traffic policeman.

3. "Fira won the gold medal after three months of intensive training. _____, you too could win if you practice hard enough," Liza's mother said to her.

4. "I don't think she can handle this task. _____, she already has a lot of other responsibilities," said the head prefect to his assistant.

5. The cadets were given new uniforms to wear. _____, they received free passes to the match.

6. The people strongly opposed the move to build a golf course near their house. _____, the proposed plan was cancelled.

7. "The final examinations are coming soon. _____, it would be advisable for you to begin revising more systematically," the teacher told her class.

8. The neighbors often helped each other, _____ creating a feeling of harmony in the neighborhood.

9. The teenager was caught shoplifting. _____, he was let off with a warning.

10. Shaun is directing the movie. _____, he is playing the lead role in it.

11. Thomas Edison failed several times before he successfully invented the first light bulb. _____, you too could attain your dreams if you never give up trying.

12. The bungalow had seven rooms, each with an attached bathroom. _____, there was a large garden and a swimming pool.

Activity: Selecting suitable connector for a text with numbered blanks

Worksheet 1.3 Connectors in a text

For each of the numbered blanks, write down a suitable connector.

Text A

This is how you make a call from a public telephone. ___1___, lift the receiver. ___2___, drop your money into the slot fo the coin box. Note: there are three slots, ___3___ be sure that you drop your coin into the correct one. ___4___ will be the slot that is about the size of the coin. ___5___ dial the number you want. When the other side answers, press Button A. Do not press Button A ___6___ you are sure that your call has got through.

Do not misuse public telephones. If you damage a public telephone you may regret it ___7___ when you need to make an urgent call. For example, last Wednesday, Raja was very happy when he managed to get a "free" telephone call. ___8___ his mother was ill and he could not phone for an ambulance because he had damaged the telephone.

Text B

There are reasons why girls should be sent to school. ___1___, a girl's intelligence is not lower than that of a boy's. A girl has as much chance of doing well in schoolwork as a boy does. ___2___, not all girls want to stay at home and become housewives and mothers. Some girls do not like housework. Some girls

will not be happy staying at home all the time. ___3___, even though a girl might want nothing more than to be a wife and mother, she may not find anyone she would like to marry. ___4___, it must be stressed that girls are people with feelings too and should be given a choice to decide on their own future.

Activity: Filling in the blank with core modal verbs

Worksheet 1.4 Core modal verbs: *couldn't* and *might not*

Fill in the blank in each sentence below with *couldn't* or *might not*.

1. Unfortunately, James and Michelle had already made plans, so they _____come with us to the exhibition at the Museum of Contemporary Art.
2. They have had several major snow storms in the mountains during the last month. We had better call the highway patrol to check road conditions. The road to Smithsville_____ be passable.
3. We should call Tim before we go over to his house; he _____ be there. I don't want to drive all the way there for nothing.
4. In order to win the pie eating contest, Norman would have to eat sixteen pies in ten minutes. He_____possibly eat that many pies - he would explode!
5. I know Eve wants to go to the ballet with us, but we'd better call her before we get her ticket. She works Wednesday nights, and she _____ be able to get time off that evening.
6. Susan _____ hear the speaker because the crowd was cheering so loudly.
7. It _____ be a bad idea to take some snacks along while we're hiking. Last time, we got so hungry we had to come back early without finishing the hike.
8. Jerry might be angry, or he _____. You never really know with him because he's so temperamental.
9. Jerry _____be angry at me. I've never done anything to upset him.
10. The lamp _____ be broken. Maybe the light bulb just burned out.

11. When you were a child, you could swim from here to the little island in the middle of the river, _____ you? At least, that's what your father told me.

12. She _____ possibly be the winner of the talent show! The other acts were much better than hers.

13. Frank and Sarah _____ get tickets to the concert. The concert was sold out a little over an hour after tickets went on sale.

14. I heard that band is really popular, and tickets sell out quickly. You _____ get tickets if you wait too long.

15. That concert has been sold out for weeks. You _____ get tickets even if you knew the band personally. It's impossible!

16. It _____ be a bad idea to get a car alarm for your new sports car. New cars tend to attract thieves.

17. That _____ possibly be Mr. Jones. He's lost so much weight that he looks like a completely different person.

18. You _____ do the job if you didn't speak Arabic fluently.

19. Jane and Bill _____ have gotten the invitation to the party. Perhaps, that's why they didn't show up. I doubt they would actually skip your birthday party - they're your best friends.

20. I _____ have left my keys at Simon's house. I wouldn't have been able to drive home if I had done that. They must be somewhere here in the apartment. Let's keep looking.

Activity: Competing a dialogue with correct modal verbs

Worksheet 1.5 Modal verbs: *could, might*, *should, would*.

Complete the following dialogue with the correct modal verbs: *could, might*, *should* or *would*.

Dialogue 1

Donna   : If I won the ten million dollar lottery jackpot, I

                        __(1)___ afford to quit my job and travel the world.

Sam   : Where _____(2)___you go if you had that much money?

Donna   : I don't know, I choose to spend a year in Paris - or

perhaps I ___(3)___ go to Kenya.

Sam   : How often do you buy lottery tickets?

Donna   : Never... I guess if I want to win the lottery, I ___(4)___

try buying some tickets.

Sam   : That ___(5)___ help.

Dialogue 2

Waitress   : Hi, my name is Sandy - I'll be your waitress tonight.

What can I get for you?

Tony   : I haven't decided yet. Is there anything you

___(1)___recommend?

Is there anything you think I ___(2)____ try?

Waitress   : You __(3)____ try the Cajun catfish - or perhaps the

Gumbo. They're both delicious.

Tony   : That sounds wonderful, but that ___(4)___ be a little too

spicy for me. Actually, the prawns sound good.

Umm, __(5)____ I have the barbecued prawns?

Waitress   **:** Sure, ___(6)____ you like a salad with that?

Activity: Expressing agreement and disagreement

Worksheet 1.6 Agreement and Disagreement

Express your agreement or disagreement in the following statements and tell the reason why you agree or disagree.

No.	Statements	Agree/ Disagree	Reason
1.	The love of money is the root of evil.		

No.	Statements	Agree/ Disagree	Reason
2.	Basic medical training should be a part of every school curriculum.		
3.	Modern technology means that people are losing the ability to read and write properly.		
4.	Everybody should have the freedoom to work flexitime – to start and finish work when it suits them.		
5.	The mobile phone is one of the best invention ever.		
6.	In the future, everybody will speak English, and all other languages will eventually die out.		
7.	People spend far too much time shopping, so shops should in the evenings and at weekends.		
8.	All motor vehicles should be excluded from city centres – this would result in a vast improvement in people's quality of life.		
9.	Literature is without doubt a higher form of art than cinema.		
10.	University students need to have critical thinking skills.		
11.	A sleeping bag is needed when we go		

No.	Statements	Agree/ Disagree	Reason
	camping to that mountain.		
12.	Learning grammar is not important for language learning.		
13.	Learning language also means learning the culture of the language.		
14.	The transportation system in Indonesia should be improved.		
15.	Everyone that climate change is man-made.		

Activity: Completing the dialogue with agreement or disagreement expressions

Worksheet 1.7 Expressions of agreement or disagreement in dialogue

Complete the following dialogue with suitable expression of agreement or disagreement

John   : Have you heard the latest rap song by Green-Eyed

                                        Peas? I think it is cool.

Andy   : _____ I don't like the lyric at all.

John   : You must listen to it several times, then you will like it.

Andy   :_____The song is completely unsuitable for our

                                        youths.

John   :That's a joke. The world has changed. People should not

                                        be so old- fashioned.

Andy : _____ I don't believe you actually like

that kind of music.

John : Well, say what you want, I'm going to listen to it again.

Andy : _____ I've advised you and I hope

you'll take my advice.

Activity: Selecting the appropriate agreement dan politeness

Worksheet 1.8 Agreement and Politeness

Please choose the correct answer.

1. Which of these ways of agreeing is least appropriate here?

   The traffic in town's worse than ever today.
     a. You're telling me. It took me ages to get home from work.
     b. You can say that again. It took me ages to get home from work.
     c. I agree entirely. It took me ages to get home from work.
     d. It certainly is. It took me ages to get home from work.

2. Which of these responses expresses tentative agreement?

   I think I'd be better to postpone the meeting till next week.
     a. Exactly. Toomany people are away this week.
     b. I'm inclined to agree. Too many people are away this week.
     c. I couldn't agree more. Too many people are away this week.
     d. It would. Too many people are away this week.

3. Which of these responses express reluctant agreement? (There is more than one correct answer)

   It's getting late. I think we'd be better go home, without calling round to see your parents.
     a. I suppose so. Let's just phone them instead, shall we?
     b. You right. Let's just phone them instead, shall we?
     c. I know. Let's just phone them instead, shall we?
     d. I guess so. Let's just phone them instead, shall we?

4. Which of these responses express *partial agreement*? (there is more than one correct answer)

Listening to English is really impossible.

    a. Absolutely but speaking it's even worse.

    b. I agree up to a point, but it gets easier with practice.

    c. I wouldn't go as far as to say that. It's difficult, but it's really just a matter of getting used to it.

    d. That's right – so many of the words are unclear.

5. Which of these responses gives an impression of politeness?

The 1960s were the best decade for music.

    a. Rubbish! Have you listened to any music since then?

    b. I'm sorry but have you listened to any music since then?

    c. How can you say that? Have you listened to any music since then?

    d. Are you kidding? Have you listened to any music since then?

6. Which of these responses expresses disagreement most strongly?

What use is history? Do you remember our history lessons at school? Most of what they taught was completely useless, wasn't it?

    a. I don't know. I don't think it's fair to say that actually.

    b. I take your point, but that was probably because of the way it was taught.

    c. You've got a point there, but the problem was that the teacher didn't really show how it was relevant to us.

    d. That's true, but I think it's taught a bit differently nowadays.

7. Which of these responses is the most polite?

I think we all agree that the writing was the hardest part of the test.

    a. Speak for yourself.

    b. Excuse me but I'm not sure whether anyone thought so.

    c. We all agree? You must be joking.

    d. Nonsense! The listening was far worse.

8. Which of these responses is the most polite?

   All public transports in the city should be free.

   a. Don't make me laugh, how on earth would it be financed?
   b. Nothing of the kind! How on earth would it be financed?
   c. I'm afraid I can't agree with you. How on earth would it be financed?
   d. Of course not. How on earth would it be financed?

LK 1.9. Penilaian berbasis kelas

Prosedur

1. Mohon Anda baca bahan bacaan berupa Modul Penilaian Pembelajaran di Modul H Pedagogik Kelompok Kompetensi J Profesional, *Critical Text Analysis*.
2. Silakan Anda pelajari kisi-kisi yang dikeluarkan oleh Kementerian Pendidikan dan Kebudayaan, sebagaimana terbentang dalam matriks berikut.

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 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 membandingkan, mengklasifikasi, menjelaskan keterkaitan makna antar bagian-bagian dalam teks: - pandangan, maksud, pendapat yang menjadi ide utama - rincian argumentasi, rincian langkah-langkah, rincian peristiwa, rincian deskripsi - plot, alur pikiran - referensi makna	Siswa dapat membandingkan, mengidentifikasi, menjelaskan 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 derivative

Level Kognitif	Lingkup Materi		
	Fungsi Sosial	Struktur Teks	Unsur Kebahasaan
Penalaran • Menyimpulkan • Merinci perbedaan/ persamaan • Menganalisis	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)	Siswa dapat **menyimpulkan, merinci perbedaan/persamaan keterkaitan** makna antar bagian-bagian dalam teks: - pandangan, maksud, pendapat yang menjadi ide utama - rincian argumentasi, rincian langkah-langkah, rincian peristiwa, rincian deskripsi - plot, alur pikiran - referensi makna	Siswa dapat **membandingkan, mengidentifikasi, menjelaskan** 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 derivative - kalimat, frasa, ungkapan simpulan

Keterangan:

Jenis teks lisan dan tertulis untuk cakupan materi fungsi sosial dan struktur teks adalah sebagai berikut:

(a) interaksi transaksional/interpersonal tertulis (meminta maaf, harapan, doa, maksud, kebiasaan, keharusan)

(b) fungsional pendek (*announcement, notice,* label)

(c) descriptive, recount, narrative, procedure, report

3. Mohon Anda buat kisi-kisi soal UN/USBN pada lingkup materi yang dipalajari sesuai format berikut dan sesuaikan dengan kurikulum yang berlaku di sekolah Anda.

KISI-KISI PENULISAN SOAL TES PRESTASI AKADEMIK

A. Kurikulum 2006

Jenis Sekolah   : SMP/Madrasah Sanawiyah (MS)

Mata Pelajaran : Bahasa Inggris

No. Urut	Standar Kompetensi	Kompetensi Dasar	Bahan Kelas	Materi	Indikator	Bentuk Soal
1						PG Level Pengetahuan dan Pemahaman
2						PG Level Aplikasi
3						PG Level Penalaran

B. Kurikulum 2013

Jenis Sekolah   : SMP/MS

Mata Pelajaran : Bahasa Inggris

No. Urut	Kompetensi Dasar	Bahan Kelas	Materi	Indikator	Bentuk Soal
1					PG Level Pengetahuan dan Pemahaman
2					PG Level Aplikasi
3					PG Level Penalaran

4. Berdasarkan kisi-kisi di atas, silakan membuat soal UN/USBN pada lingkup materi yang dipelajari pada modul ini.

5. Mohon Anda kembangkan bentuk soal yang sesuai dengan konsep berpikir tingkat tinggi (*high order thinking skill – HOTS*).

6. Mohon Anda kembangkan bentuk soal Pilhan Ganda (PG) sebanyak 3 buah.

7. Mohon Anda kembangkan bentuk soal uraian (esai) sebanyak 3 buah.

KARTU SOAL 1
Jenjang   : Sekolah Menengah Pertama Mata Pelajaran   : Bahasa Inggris Kelas   : Kompetensi   : Level   : Pengetahuan dan Pemahaman Materi   : Bentuk Soal   :
BAGIAN SOAL DI SINI
Kunci Jawaban   :
KARTU SOAL 2
Jenjang   : Sekolah Menengah Pertama Mata Pelajaran   : Bahasa Inggris Kelas   : Kompetensi   : Level   : Aplikasi Materi   : Bentuk Soal   :
BAGIAN SOAL DI SINI
Kunci Jawaban   :
KARTU SOAL 3
Jenjang   : Sekolah Menengah Pertama Mata Pelajaran   : Bahasa Inggris Kelas   : Kompetensi   : Level   : Penalaran

Materi : Bentuk Soal :	
BAGIAN SOAL DI SINI	
Kunci Jawaban :	

LK 1.10. Presentasi dan Konfirmasi

Sampai dengan Lembar Kerja ini, Anda sudah membahas tiga topik utama dalam kegiatan pembelajaran satu, bukan? Tiga topik utama itu adalah *connectors*, *modality*, dan *agreement/disagreement*. Anda dan teman sejawat bisa berdiskusi dan berkumpul menjadi tiga kelompok. Satu kelompok bisa membahas dan mempresentasikan satu topik utama tersebut. Mekanisme pembagian topik terhadap setiap kelompok bisa dilakukan secara acak atau berdasarkan kesepakatan bersama atau musyawarah. Boleh jadi, antarkelompok berbeda anggotanya. Kelompok yang lebih banyak anggotanya daripada kelompok lainnya mendapatkan topik utama yang tingkat bahasan kesulitan materinya begitu mendalam.

F. Rangkuman

Logical conjuctions terdiri atas 5 kelompok, yaitu (1) Addition and Replacement, (2) Comparison and Contrast, (3) Exemplification and Restatement, (4) Cause and Condition, dan (5) Time and Place.

Dalam hal *modal verbs*, sering dijumpai *modal verbs* yang sama digunakan untuk menyatakan makna yang berbeda. Mohon perhatikan matriks berikut.

Meaning	Modal verbs	Examples
really certain	Will	My birthday **will** be on a Monday this year.
	won't	I **won't** have a party.

Meaning	Modal verbs	Examples
	Shall	I **shall** have plenty to tell you when I see you.
	shan't	I **shan't** ask you to come again.
	Must	The cakes **must** be ready soon. They've been in the oven for an hour.
	can't	You **can't** be hungry. You had a huge lunch.
very likely	Should	The traffic isn't heavy. We **should** be there in an hour.
	ought to	The traffic isn't heavy. We **ought to** be there in an hour.
possible	May	She **may** be a friend of Richard's.
	Might	She **might** be a friend of Richard's.
	Could	She **could** be a friend of Richard's.
strong obligation	Must	You **must** arrive at 6 to pick up the tickets.
	have to	I **have to** go up to the hospital twice a week.
	need to	We **need to** win this game to get into the final.
weak obligation	Should	Children **should** look after their parents in old age.
	ought to	Children **ought to** look after their parents in old age.
no obligation	needn't	I **needn't** do it now. I'll do it later.
	don't need to	I **don't need to** do it now. I'll do it later.
	don't have to	I **don't have to** do it now. I'll do it later.
permission	Can	**Can** we go out now? You **can** go now if you've finished.
	May	You **may** go now if you've finished. **May** I borrow a chair?
	Could	**Could** we borrow the car?
	Might	**Might** we have a little more time to finish the exam? (very formal)

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

In the expression of agreement and disagreement, the expressions we can say to agree strongly are *You're absolutely right, I couldn't agree more, That's exactly what I think, Absolutely* and *Exactly*. To express partial agreement, which is little more difficult, we can use *Yes, OK, but perhaps…*, *I see what you mean but have you thought about…*, *I hear what you're saying but…*, *I accept what you're saying but…*, *I see your point but…*, *I agree to some extent but…*, *True enough but…*, *On the whole, I agree with you but…*

We also often show we are in general agreement and then say 'but' to introduce a reservation or a different point of view. To express doubt or weak disagreement, we can use the following expressions: *Yeah, I'm not really sure*

*about that, Maybe, but isn't it more a question of…?That's not really how I see it, I'm afraid, I'm not really with you on that one*and *Mmm, but don't you think…?*

And then of course, sometimes we just have to disagree with someone's opinion. To show disagreement, we can use the following expressions: *I can't agree. I really think…*, *I have to disagree there…*, *No, I disagree. What about…?*, *No way! I completely disagree with you*, *Come on! How can you say that…*, *Absolutely not!*, *You're talking rubbish, You don't know what you're saying*and*That's absolute nonsense.*

G. Umpan Balik dan Tindak Lanjut

Setelah selesai membaca, merangkum, dan mengerjakan latihan/tugas selanjutnya peserta diharapkan dapat (1) menggunakan *logical conjunctions* yang tepat dalam keterampilan berbahasa Inggris khususnya untuk jenis-jenis teks yang membutuhkan penggunaannya; (2) menggunakan ungkapan *agreement* dan *disagreement* secara tepat sesuai konteks dalam diskusi; dan (3) menggunakan*core modality* yang tepat sesuai konteks pembicaraan.

Sebagai tindak lanjut, peserta dapat (1) mencari contoh-contoh berbagai jenis teks dan menganalisis penggunaan *logical conjunctions* yang ada dalam teks tersebut; (2) menulis teks dengan berbagai variasi penggunaan *logical conjunctions* di dalamnya; dan (3) merancang materi pembelajaran mengenai *core modal verbs* dan ungkapan *agreement* dan *disagreement* sesuai dengan level siswa.

Kegiatan Pembelajaran 2

Analysis on Cohesion and Coherence in Text

A. Tujuan

Tujuan mempelajari kegiatan pembelajaran ini adalah agar Anda dapat memahami konsep kohesi (*cohesion*) dan koherensi (*coherence*) dan dapat menganalisis jenis teks *discussion*, *news item*, dan *hortatory exposition*.

B. Indikator Pencapaian Kompetensi

Setelah mempelajari dan memahami dengan baik kegiatan pembelajaran ini, Anda diharapkan dapat

1. Menganalisis *cohesion* dan *coherence* pada jenis teks *discussion*;
2. Menganalisis *cohesion* dan *coherence* pada jenis teks *news item*;
3. Menganalisis cohesion dan coherence pada jenis teks *hortatory exposition*.

C. Uraian Materi

COHESION AND COHERENCE IN TEXT

A text is cohesive if its elements are linked together. A text is coherent if it makes sense. It should be clear that these are not the same thing. That is, a text may be cohesive (linked together), but incoherent (imeaningless) (Thornburry, 2007). Here is one such (invented) text:

I am a teacher. The teacher was late for class. Class rhymes with grass. The grass is always greener on the other side of the fence. But it wasn't.

Each sentence is notionally linked to the one that precedes it, using both lexical and grammatical means, but the text is ultimately senseless. The following (much quoted) exchange, however, is coherent to most people, even though there are no obvious links between its parts.

(1)A: *There's the phone*.
  B: *I'm in the bath*.
  A: *OK.*

It is coherent because we can easily imagine a context in which it would make sense. Just as (albeit with more ingenuity perhaps) we can imagine a context in which the following would make sense.

(2) A: Whose hands are these?

  B: They're your hands.

  A: *Good.*

Put simply, then, cohesion is a formal feature of texts (it gives them their *texture*), while coherence is "in the eye of the beholder" - that is to say, it is the extent to which the reader (or listener) is able to infer the writer's (or speaker's) communicative intentions. Thus, cohesion is objectively verifiable, while coherence is more subjective. A text may be coherent to you, but incoherent to me.

The exact relationship between cohesion and coherence is a matter of contention, however. While it is true that a sequence of unlinked utterances *can* make sense, it is often the case that some form of linking, e.g. with cohesive devices such as *and, but, so*, can make it easier for the reader (or listener) to process and to make sense of what they read (or hear). Nevertheless, a text which is basically poorly organised is not going to be made more coherent simply by peppering it with *moreover, however and notwithstanding*. The following text (devised by the writer on writing, Ann Raimes) is an example of a text that is "over-egged" with cohesive markers, and which is typical of the kind of texts that many students produce as a result of an over-emphasis on linking devices at the expense of other ways of making texts cohesive (of which probably the most important is lexis):

Louie rushed and got ready for work, but, when he went out the door, he saw the snowstorm was very heavy. Therefore, he decided not to go to work. Then, he sat down to enjoy his newspaper. However, he realized his boss might get angry because he did not go to the office. Finally, he made another decision, that he must go to work. So, he went out the door and walked to the bus stop.

Some practical ways to teach cohesion and coherence.

The way that textual cohesion is achieved is best learned through paying close attention to the way sentences are linked in texts. There are a variety of cohesive devices, both lexical and grammatical, of which linkers (*and, so,but*) are just one. (For a comprehensive list, see the entry under *cohesion* in *An A-Z of ELT*, Macmillan, 2006). Cutting (short) texts up and asking learners to order them is a good way of drawing attention to the way that they are linked. Identifying lexical chains in texts - that is, repetitions, the use of synonyms and hyponyms, and words from the same lexical field - is also a useful way of alerting learners to the key role that lexis has in binding a text together.

Coherence is more elusive but it has a lot to do with the way that the propositional content of texts is organised. If the content of a (written) text is organised in such a way that it fulfills the reader's expectations, it is more likely to achieve its communicative effect. This means that learners can be helped to write coherent texts through the analysis of the generic features of particular text types. This has long been the approach to teaching business, technical, and academic writing. More important still, is second-guessing the intended reader's questions, and then answering them. This means that it is important that, when doing writing tasks, students have a clear idea both of the purpose of the text, and of the intended readership. Good writers are able to "keep their reader in mind". Keeping your reader in mind does not guarantee coherence, but it would seem to be a prerequisite. Take the following two sentences as examples.

(1) The collapse of a dead star into a point perhaps no larger than a marble creates a black hole.
(2) A black hole is created by the collapse of a dead star into a point perhaps no larger than a marble.

Given a choice between these two sentences, we would probably choose the first since it uses an active verb while the second uses a passive verb. But the passive does have its uses, such as helping readers create that sense of flow that characterizes a coherent passage. Which of the following two passages "flows" better?

(1) Some astonishing questions about the nature of the universe have been raised by scientists studying black holes in space. The collapse of a dead star into a point perhaps no larger than a marble creates a black hole. So much matter compressed into so little volume changes the fabric of space around it in puzzling ways.

(2) Some astonishing questions about the nature of the universe have been raised by scientists studying black holes in space. A black hole is created by the collapse of a dead star into a point perhaps no larger than a marble. So much matter compressed into so little volume changes the fabric of space around it in puzzling ways.

The second passage reads more coherently because the concept introduced by each new sentence seems to follow from the previous sentence. This technique is called "old-to-new" and is one of the most important principles of a cohesive writing style.Coherence is established in two ways. First, the topics of individual sentences are clear. Secondly, the topics of paragraphs are clear.

A paragraph is much more than a group of sentences set off by an indentation. If we cannot quickly and succinctly say what a paragraph's main point is, it lacks coherence. Look at the following passage as an example.

(1) As a reminder, please promptly return the lecture notes you borrowed. Slide the notes under my door if I am not there. I may become agitated if you are late, much like my Uncle Chester after several eggnogs on Christmas Eve. Most Christmases I liked to stay up and open my stockings after midnight. Staying uplate was exciting and would be repeated a week later at New Year's. So would UncleChester's disgraceful behavior.

The passage above is cohesive because:

> ➢ Each sentence connects with the next and the previous.
> ➢ Sentences begin with familiar information.
> ➢ Sentences end with new information.

However, the passage is not coherent because the topic of each sentence is different from the previous. Thus, the paragraph lacks focus. Readers want to know what a sentence is about, its topic. However, this is not always easy to find. Please consider the following sentences. What are the topics?

(2) And therefore, politically speaking, in Eastern states since 1980, acid rain has become a serious problem.

(3) International cooperation is still the goal of most countries.

(4) It is impossible for your claims to be proved conclusively.

(5) In regard to these questions, I believe there is a need for more research.

(6) It is likely that our proposals will be accepted.

Tabel 6. Language Aspects of Discussion, News Item and Hortatory Exposition

Aspects	Discussion	News item	Hortatory Exposition
Social Function	To present (at least) two points of view about an issue	To inform readers or listeners about events of the day which are considered newsworthy or important	To persuade the reader or listener that something should or shouldn't be the case.
Generic Structure	➢ Issue • Statement • Preview ➢ Arguments for and against • Statement of differing points of view. • Point Elaboration ➢ Conclusion/ Recommendation	➢ Newsworthy event(s) ➢ Background event(s) ➢ Sources	➢ Thesis ➢ Arguments ➢ Recommendation
Language Features	➢ Focus on generic human and non-human participants. ➢ Use of material processes. e.g. has produced, have developed. To feed. ➢ Use of relational processes. e.g. is, could have, cause, are. ➢ Use of mental processes. e.g. feel.	➢ Information on the use of headlines. ➢ Use of action verbs ➢ Use of saying verbs ➢ Use of passive sentences ➢ Use of adverbs in passive sentences	➢ Focus on generic human and non-human participants, except for speaker or writer referring to self. ➢ Use of mental processes: to state what happens. ➢ Use relational processes: to state what should or shouldn't be. ➢ Use of simple past tense ➢ Use of emotive words: alarmed, worried

	➢ Use of comparative: contrastive and consequential conjunctions. ➢ Use of reasoning expressed as verbs and nouns (Abstractions)		➢ Use of words that qualify statements: usual probably ➢ Use of words that link arguments: firstly, however, on the other hand, therefore ➢ Usually in present tense ➢ Use of compound and complex sentences ➢ Use of modal auxiliary: *can, may, should, must*

Topic refers not to the grammatical subject of a sentence, but to its "psychological" subject, and we expect to find the topic in the first few words of the sentence. Readers are more comfortable with these early topics because it helps them understand what the sentence is about. More important, readers depend on seeing in a sequence of topics (in a sequence of sentences) what the whole passage is about.

Cohesion is important because it allows us to make multiple references to people, things and events without reintroducing them at each turn. If we had to repeat these every time we wanted to refer to them, the text would be very tedious to read. A coherent passage focuses the reader's attention on the main ideas and the specific people, things, and events you are writing about.

To be able to write good coherence and cohesive texts, we also need to consider the communicative purpose, the generic structure as well as the language features of the target text. For example, in this activity we will focus our exercise on analysing discussion, news item and hortatory exposition.

The cohesion in these three text types can be identified through how the language features in each text types link the sentences, while the generic structure of each text type will manage the coherency of the text, for example in the following discussion text.

(7)   During the twentieth century the world has witnessed the invention of any amazing things. Television is a great invention, <u>but</u> there are arguments for and against whether it is the best invention of the twentieth century. Television was invented in the 1920s and first came to Australia in 1956. It has played an important role in communicating news. We can learn instantly about what is happening in the world <u>because o</u>f television. <u>In addition</u>, television has provided people with entertainment in their own homes. People in isolated areas can still feel part of the world <u>because of</u>television. <u>For these reasons</u> I feel that television could be considered the best invention of the twentieth century.

<u>On the other hand</u>, there are other inventions that could be considered to be better than television. Some might argue that the computer should be awarded the distinction of being the best invention <u>because</u> computers have made life easier. Others might argue that medical inventions such as heart peacemakers are the best inventions because they help to save lives.

It can be seen that there are reasons for and against television being considered the best invention of the twentieth century. After looking at both sides I still believe it is the best invention.

The cohesiveness of the passage is linked by the use of some logical connectors (underlined phrases). They can show contrats, cause and condition, addition and restatement. The coherency of the passage has been managed through the presentation of the generic structure. The first paragraph is the introduction of the issue in which the problem (the topic) is stated. The second and the third paragraphs are the presentation of the pros and cons towards the topic. The last paragraph, although does not show the use of restatement logical connector to start a conclusion, restate the position of the writer in the pros and cons previously presented.

D. Aktivitas Pembelajaran

Dalam aktivitas pembelajaran ini, Anda bisa melakukan hal-hal berikut.

1. Mulailah kelas dengan berdoa bersama, kemudian secara berkelompok lakukan *brainstorming* tentang materi *cohesion and coherence*.

2. Simaklah penjelasan dari narasumber dengan saksama.

3. Mohon Anda baca dengan teliti tujuan pembelajaran dan indikator pencapaian materi dan uraian materi.

4. Diskusikan materi dalam kelompok kemudian lakukan tanya jawab antarkelompok tentang materi *cohesion and coherence*.

5. Silakan mengerjakan latihan secara berkelompok dan bekerja samalah dalam kelompok dan berusahalah untuk mendapatkan hasil maksimal.

6. Sepakati salah satu wakil dari tiap kelompok untuk mempresentasikan hasil latihan, dengarkan presentasi kelompok lain dan berikan tanggapn dengan baik. Apabila ada perbedaan pendapat, ambilah rujukan yang tepat dan mintalah umpan balik dari narasumber.

7. Di akhir pembelajaran, silakan melakukan refleksi.

E. Latihan

Let's look at the example paragraph below and go through some of the features that make it seem coherent.

Credit cards are **convenient**, but *dangerous*. People often get them to make large purchases **easily** without saving up lots of money in advance. This is especially helpful for purchases like cars, kitchen appliances, etc., that you may need to get **without delay**. However, this **convenience** comes at a *high price*: interest rates. The more money you put on your credit card, the more the bank or credit union will *charge* you for that **convenience**. If you're not careful, credit card debt can quickly *break the bank* and leave you in very *direct* economic circumstances!

Discussion and Answer:

The paragraph above seems coherent because it starts with a very clear, declarative topic sentence, and the rest of the paragraph follows that sentence. *Everything* in the paragraph is tied back to the statement in the beginning. The term "credit card" appears repeatedly in this short paragraph. This signals the reader that the whole paragraph is about the subject of credit cards. Similarly, the word **convenience** (and related words) are also peppered throughout. Beside that, the key term "*danger*" appears in the topic sentence and is then explained fully as the paragraph goes on.

Activity: Analyzing cohesion and coherence in text

Worksheet 2.1 Cohesion and coherence in text

Please work in pairs and analyze cohesion and coherence of the following texts.

Text 1

Currently we are facing a big problem that can threaten human existence. The problem is global warming. Global warming is the rising of earth's temperature average abnormally. This phenomenon will lead to the depletion of ozone's layer in earth's atmosphere. The ozone's layer which is supposed to protect us from sun's ray now starts to perforate so that the sun's rays directly will light us. This will endanger life of all creatures on earth. The destruction of ozone layer in atmospheres can be caused by our activities that we unknowingly harm us. What's cause ozone destruction? The following are factors that can damage ozone:

The first is the use of a motor vehicle which is too much. The development in the field of transportation turned out to be one of the factors causing ozone destruction. We are very addicted on motor vehicle now. We don't realize that the use of motor vehicle will produce combustion gases such as CO and CO_2. These gases will be collected and settle in atmospheres so that it scrapes ozone's layer gradually. The more motor vehicle used the more CO and CO_2 gas will be produced. Consequently, the destruction of ozone will be happened sooner.

The second is illegal logging. This irresponsible act is done by greedy and irresponsible human being. They continue to cut trees on their behalf without knowing the importance of trees for this earth. Though tree can convert gases CO_2 into O_2 which are very important for us. Without trees gases CO and CO_2 will be increase more and more. Of course this will fasten ozone destruction.

The third is the development of the industry. The rapid industry development also accelerates the damage of ozone layer. Many factories were established, especially in big cities produce fumes which are very dangerous. Similar to motor vehicle's fumes, factory's smoke will also produce gases CO and CO_2.

The fourth is the use of fossil fuels. Today, Human prefers use fossil fuels such as kerosene, gasoline, diesel and others. Fossil fuels are used in all aspects of human life such as household, office and industry. They do not consider that every use of fossil fuels will produce harmful gases for the ozone layer.

The last is the Use of CFCs (Chloro Fluro Carbon). CFC gases are gases which are generated from the use of spray cans (Aerosol) as perfume, Refrigerator, Air Conditioner and solvent substances. CFC gases that accumulate in the atmosphere will decompose when exposed to ultraviolet light and turn into chlorine atoms which are substances ozone destroyer.

Based on the discussion above, we can conclude that the destruction of ozone's layer is as the result of our own actions. Therefore let us stop ruining ozone and keep our protective layer by reducing the use of motor vehicles, looking for alternative sources of energy that are friendly for environmental, reducing the use of tools that produce CFCs and doing reforestation. With the preservation of the ozone layer, we will be safe from the sun's ray which is very dangerous.

You can use this form to help you analyze the cohesion and coherence of the text.

The title of the text :		
Paragraph	Cohesion and Coherence	Reason
1	Line/sentence :	
2		
..		

Text 2

Indonesian government has punished 23 companies for causing forest fires that spread thick, smoky haze around Southeast Asia, an official said Tuesday.The Forestry Ministry's investigations director, Brotestes Panjaitan, said that 33 more companies are under scrutiny and waiting for decisions on possible punishment.

Forestry Minister Siti Nurbaya announced Monday that a total of 56 companies were involved in the land-clearing activities that led to the fires.She added 23 of them, mostly pulp wood and palm oil plantations operating on Sumatra and Borneo islands, have received punishments ranging from administrative sanctions to revocation of licenses.

Three companies shut down as their licenses were revoked, Nurbaya said, while the licenses of 16 were suspended and four companies were placed under close observation.

"We do not hesitate to take stern legal actions against companies found violating the law," said Panjaitan. "We are now considering the kinds of sentences for the remaining 33 companies."

Forest fires have been an annual problem in Indonesia since the mid-1990s, but this year's was the worst since 1997 when blazes spread across nearly 10 million hectares.The fires have created an ecological disaster, health problems and

economic losses — 2.1 million hectares (8,063 square miles) of land burned, 21 deaths and more than half a million people suffering respiratory problems.

Text 3

When thinking about the putting your children through home school versus public or private school, you really should make sure that you understand all of the criteria involved in at home education. To start with it, parents need to know the advantages and disadvanges.

By choosing home scholing, many parents feel that their kids work better at different times of the day than what a public or private school allows for. So, home schooling allows parents and children to work out a schedule that will best work for the child. Some children work best and learn best in the morning, noon, or evening, so being able to set the learning schedule up in a way that allows the child o succeed is definitely an advantage. The second advantage is that in public and private schools there is a set curriculum that each subject must abide by, so by home schooling you are able to control which areas of the different subjects you want to put more emphasis on. This, also, allows you to add courses into the home school curriculum that a normal, say, third grader would not get in organized classes. In doing so, you can set your child's learning curriculum around vacations, illnesses, and other surprise events. Where in a public school, children tend to be allotted so many days they can miss without both the child and the parents getting into trouble.

Further to that there is, also a certain flexibility around what is taught, not just when. If you go to a public event or on home school field trip, your children may have questions about the topic at hand. Home schooling allows for a break in the normal curriculum so that you can further discuss and do activities towards the questions in a more in-depth manner. In addition, you are able to enjoy your children and watch them grow and learn on a daily basis. Homeschooling allows you to really get to know your kids on a whole different level than packing them on the bus for school in the mornings.

On the other hand, because home schooling your kids is really a full time job, you just may not have enough time in the day to do what you need to get done. You

have to full research topics and prepare lessons, set up projects and field trips. You will have to spend time keeping yourself organized, and on top of all that, you have to teach.Moreover since home schooling takes up a lot of time in preparation and delivery, you may run out of time for house hold duties and chores.

Furthermore, when home schooling your kids, you will have to give a lot of yourself away. You will pretty much loose your personal, quiet time. So, if you opt to home school your kids, make sure to schedule in time each day for yourself. Then, because everyone has their own unique style to home schooling, you may end up finding yourself comparing your techniques with those of other parents. This can put a lot of pressure on you to up the anti, so to speak. Parents who do not have regular control over their kids, may feel overwhelmed with the decision to home school. In these situations, you will just run yourself ragged running after the kids, preparing lessons, cleaning the house, and maybe even running that home business. Make sure that you have control over your children's behaviors before you decide to home school.

To sum up, there is a special set of rules that a parent, guardian, or tutor must abide by when home schooling children, so if you decide that home schooling is the best option for your children, you need to do a little research in finding out what criteria you and your child must meet.

Text 4

The National examination result will be publicly enounced in next short time. Euphoria will flood for those who get success. On the other hand, it will be sorry to hear that there are some of them do not succeed in their national final examination. For those who succeed soon will think to decide; where will they be after graduating high school? Actually it will be easy to decide for those has been arranged and thought earlier but for those have not planed yet, it will be quite confusing.

Continuing study or looking for work is the primary choice among them. When they think about continuing study, they will think hard about the time and cost. How long the higher study will last? And how high is about the cost. In the same

way, when they think about straightly seeking job, what skill and competence they have got is a big matter of questioning. So, doing both choices in the same time is an alternative.

Continuing study as well as seeking job is possibly done but it will be hard for them. Conventionally studying in the university needs much time to spend especially in the first year. It is true because they have to do and adapt a lot of things in their new higher school. it will be very hard to looking for job. Therefore it should come to their mind of continuing studying at higher school from their own home. As result, the available time will be more flexible for them. Then it will be very possible to seek job and get the appropriate one. This type of studying is publicly known as distance learning.

As the alternative method of studying, besides the conventional studying which students and the lecturer have to meet in the fixed time and place regularly, distance learning provides possibility to grow better. Possibly working and studying surely will create high quality graduate. Distance learning should appear as a considerable choice for them.

Text 5

Do you know what a hacker is? Well, a hacker is a person who enjoys exploring the details of programmable systems on computers and they like to stretch the capability of the systems. And you know what, the activities they do in the computers are called 'hacking'. So, what's the problem with 'hacking and its hackers'? Well, the problem is whether 'hacking and its hackers' is legal or illegal? What I mean is that people in the world have many different views about hacking and the hackers. Some of them take sides, but many object.

Although in most places breaking into computer systems is considered illegal, I believe that hackers don't do anything illegal because they only want to know and try the systems. I dare to say that a hacker likes finding the strengths and the weaknesses of a computer system. They feel proud if they can find the weaknesses. So I don't really see the crimes in this case. In addition, these hackers sometimes help the police catch the 'white collar criminals', such as bank robbers, money launderers, credit card forgers. For example, in 2000, the U.S.

hackers caught some Singaporean hackers who made 'Virus Love' to break up the programs of the U.S. National Security system.

Nevertheless, those who object to the good points of a hacker say that hacking is a crime. The reason is that some hackers use their brilliant skills to break into banks and other vital institutions where they can get money, destroy information, and the worst thing is they can get secret information and sell it to another country. This is a treachery. Take for example, in 1994, the U.S. government broke a conspiracy of computer hackers out of Majorca, Spain. These hackers were responsible for accessing and eliminating 190,000 telephone credit card numbers over computer bulletin boards in America and Europe. Seeing this fact, I don't blame those who think negatively about hackers.

To put the whole thing in a nut shell, I personally think that hackers are not bad people with their brilliant skills. However, they could be bad because of money orientation to get the wealth. That is just the point.

Activity: Comparing cohesiveness among the texts

Worksheet 2.2 Comparison the cohesiveness among the texts

(1) Please read the three texts below and compare the cohesiveness between the first, second and third text. Which text has best cohesiveness? Give your reason.

Text 1

The hotel is famous. It is one of the most well-known hotels in Indonesia. The latest national dancing competition was held at the hotel. The hotel spent a lot of money to advertise the event. Because the hotel wanted to gain national reputation. But not many people attended the event.

Text 2

The hotel, which is one of the most famous hotels in Indonesia, wanted to promote its image in Indoneisa by hosting the latest national dancing competition. Eventhough the event was widely advertised, not many people participated in the competition.

Text 3

The latest national dancing competition was held at the hotel, which is one of the most famous hotels in this region. The hotel spent a lot of money on advertising the event since it wanted to enhance its national reputation; however, it failed to attract many people.

Answer

(2) Say whether the following texts is coherent and cohesive or not and give reason in brief.

Text 1

My favourite colour is blue. Blue sports cars go very fast. Driving in this way is dangerous and can cause many car crashes. I had a car accident once and broke my leg. I was very sad because I had to miss a holiday in Bali because of the injury.

Text 2

My favourite colour is blue. I'm calm and relaxed. In the summer I lie on the grass and look up.

Answer

(3) We can create cohesion through the use of logical connectors. Below are sentences that need to be linked to each other by using a cohesive device. Use logical connectors and the appropriate one to link the two sentences. You may need to change the word order or punctuation.

1) Crime continues to be a serious problem in Indonesia. Numerous efforts have been made to combat crime.

2) The accused was found guilty. The accused denied commiting the murder.

3) The financial management company charges an upfront fee. They charge an ongoing operating expense.

4) He failed to win the race. He trained every day for five years.

5) He has a lot of moiney because he commited fraud. He is a thief.

Activity: Working in pairs and discusssing how to teach cohesion and coherence

Worksheet 2.3 Discussion of how to teach cohesion and coherence

Please work in pairs and discuss with your partner how you teach your sudents cohesion and coherence of texts. Please anwer the following questions.

(1) Do you teach cohesion and coherence to your students?
(2) When do you teach cohesion and coherence to your students?
(3) What are the steps you use in teaching cohesion and coherence?
(4) What difficulties you face in teaching cohesion and coherence in the class?

LK 2.4 Presentasi dan Konfirmasi

Setelah memahami Kegiatan Pembelajaran Dua beserta tiga lembar kerjanya, yakni LK 2.1, LK 2.2, dan LK 2.3; Anda bisa bekerja dalam kelompok untuk membentangkan hasil kerja LK tersebut sekaligus untuk dibahas bersama.

F. Rangkuman

Cohesion is a formal feature of texts (it gives them their *texture*), while coherence is "in the eye of the beholder" - that is to say, it is the extent to which the reader (or listener) is able to infer the writer's (or speaker's) communicative intentions.

Coherence is more elusive but it has a lot to do with the way that the propositional content of texts is organized. If the content of a (written) text is organized in such a way that it fulfills the reader's expectations, it is more likely to achieve its communicative effect. This means that learners can be helped to write coherent texts through the analysis of the generic features of particular text types**.**

Coherence of a text can be established if the topics of individual sentences are clear and the topics of paragraphs are clear.A passage is cohesive because each sentence connects with the next and the previous, sentences begin with familiar information and sentences end with new information.

G. Umpan Balik dan Tindak Lanjut

Setelah mengikuti rangkaian aktivitas dalam kegiatan pembelajaran ini, peserta diharapkan dapatmenganalisis *cohesion* dan*coherence* pada jenis teks *Discussion*;*News Item*; dan *Hortatory Exposition*.

Sebagai tindak lanjut,peserta dapatmencari contoh-contoh berbagai teks *Discussion, News Items* dan *Hortatory Exposition*dan menganalisis *cohesion* dan *coherence* teks tersebut;menulis teks dengan berbagai variasi penggunaan *cohesion* dan *coherence* di dalamnya; dan merancang materi pembelajaran mengenai *cohesion* dan *coherence* sesuai dengan level siswa.

Kegiatan Pembelajaran 3 : *Critical Text Analysis (Critical Reading Analysis)*

A. Tujuan

Tujuan mempelajari kegiatan pembelajaran ini adalah agar Anda dapat memahami analisis teks kritis (*critical text analysis*).

B. Indikator Pencapaian Kompetensi

Indikator pencapaian kompetensi pada kegiatan belajar ini adalah guru dapat menganalisis teks secara kritis melalui kegiatan membaca kritis.

C. Uraian Materi

Learning how to read critically involves becoming actively engaged in what we read by first developing a clear understanding of the author's ideas, then questioning and evaluating the arguments and evidence provided to support those arguments, and finally by forming our own opinions. Reading this way requires that we develop skills that are not necessary for more passive forms of taking in information. However, it also allows us to get more from what we read.

To **non**-critical readers, texts provide facts. Readers gain knowledge by memorizing the statements within a text. To the **critical** reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only *what* a text says, but also *how* that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author. A non-critical reader might read a history book to learn the facts of the situation or to discover an accepted interpretation of those events. A critical reader might read the same work to appreciate how a particular perspective on the events and a particular selection of facts can lead to particular understanding.

Steps in critical reading:

- **Before you read**: Scan the piece to get an idea of what it is about and what the main argument is. This may include reading an introduction if there is one, or the subheadings.
- **While you read**:Keep a running dialogue with the author through annotation by recording your thoughts, ideas, and questions. Underline, highlight, or circle important parts and points, and write comments in the margins.
- **After you have read**: Look over your annotations to get an overall idea of the text. You may also choose to write a summary to solidify your understanding.
- **Responding to the text**: After you have developed a clear sense of the author's argument and line of reasoning, you are able to analyze the author's argument and methods. Then, you can develop your own ideas—perhaps into an essay of your own.

Critical reading is a more *active* way of reading. It is a deeper and more complex engagement with a text. Critical reading is a process of analyzing, interpreting and, sometimes, evaluating. When we read critically, we use our critical thinking skills to *question* both the text and our own reading of it. Different disciplines may have distinctive modes of critical reading (scientific, philosophical, literary, etc). The table below describes the difference between reading and critical reading.

Tabel 7. The Difference between reading and critical reading

	READING	CRITICAL READING
Purpose	To get a basic grasp of the text.	To form judgments about *HOW* a text works.
Activity	Absorbing/Understanding	Analyzing/Interpreting/Evaluating
Focus	What a text *SAYS*	What a text *DOES* and *MEANS*
Questions	What is the text saying? What information can I get out of it?	How does the text work? How is it argued? What are the choices made? The patterns that result? What kinds of reasoning and evidence are used? What are the underlying assumptions? What does the text mean?
Direction	*WITH* the text (taking for granted it is right)	*AGAINST* the text (questioning its assumptions and argument, interpreting meaning in context)
Response	Restatement, Summary	Description, Interpretation, Evaluation

Two Modes of Reading

It is helpful to think of critical reading as involving two modes of reading: reading with the author, or trying to completely understand the author's views, and reading the author *critically*, or questioning the author's views. The first mode is necessary for the second to be possible. By reading in two modes, you will be able to develop your own ideas and theories—but only after thoroughly understanding the author's arguments.

a. Reading *with* the author: understanding the author's perspective
   1. Make sure you truly understand the author's views and ideas. Summarizing and paraphrasing his/her argument in your own words may be helpful at this stage.
   2. Accept the author's ideas temporarily (even if you disagree). Use the author's ideas as a lens with which to look at your world, extending the author's theories with examples of your own that are in agreement.
b. Reading the author *critically*: engaging the author in a dialogue
   1. Looking through *your own* lens now, question and challenge the author. Some things to look for include: limitations, biases, faulty reasoning, questions left unaddressed, and problems with or alternate interpretations of the author's examples.
   2. Now you can form your own ideas and theories. What parts of the author's ideas do you agree with? What parts would you revise? What is *your* perspective?

While You Read: Strategis for Close Reading

Understanding a work that is challenging requires a *close reading*—one in which we make decisions about what the text means as we read it, keep track of the author's ideas and points, and connect these new ideas with what we already know.

To intepret a text critically means being a discerning reader who questions what you read, thinks about what the author wants you to believe and works to convince you and decides whether the author's views are worthy of agreement

Asking questions about what you read requires your careful examination of the writer's claims, as well as the use and quality of the writer's supporting evidence. As you interpret the text, you inevitably draw upon your own experiences, as well as your knowledge of other texts. However, the basis of your analysis must be rooted in the text itself.

Here are some things to consider in your analysis:

- **the authority of the writer**: Using both the information that you have about the writer as a person (training, political affiliation, life experiences), as well as clues from the language, tone and approach of the text, decide whether the writer is credible. Is the writer knowledgeable? What biases or values may be playing a role in his/her argument?
- **the logic of the writer's argument**: It is important to ask yourself what the writer wants you to believe and whether the reasons and supporting evidence convince you of this viewpoint. Examine the credibility of the "facts" as well as the line of reasoning that ties the facts to the main assertion.
- **how the writer gets your interest**: A writer may use one or more of the following strategies to get the reader intellectually and emotionally involved in the text**:**
  1. Trying to get the reader to identify with the author or evoke respect for the authority of the author (for example, through the tone)
  2. Trying to get the reader to care about a subject, cause or problem (perhaps by appealing to his/her emotions by using shocking statistics, anecdotes, or detailed descriptions)
  3. Trying to get the reader to align him/herself with a greater class of readers (e.g. "the educated," women, environmentalists)
  4. Using the assumed interests and values of the reader as a foundation for another argument

Ask yourself which of these techniques the writer is using and how. Are they effective?

- **consider the writer's use of language and style**:The writer makes many decisions concerning language and style that serve to influence your responses as a reader. Examine the following aspects of the writing: overall

tone, sentence formation, choice and connotation of words, use of punctuation, and brevity or length of passages. How do the writer's choices about language and style help their argument? What do these choices reveal about the writer's argument?

- **consider the ideology that informs the text**: Try to uncover the ideology -- the system of beliefs, values, and ideas about the world -- that underlies the text. A simple way to do this is to write down words and ideas that are valued in the text or represented by the author in a positive way. Then write down the opposite of each word. These binaries, or pairs of opposites, will reveal the ideology that informs the text.

1. After reading the article, answer these questions to help you to reflect upon and analyze what you have read.

2. List and explain the reasons the author provides for his/her main argument.

3. What kind of evidence is presented to support the author's argument? Is it fact or opinion? What is the source of the information—does it come from an informed authority in the field?

4. What is the purpose and tone of the article?

5. Is the author's objective or does he/she try to convince the reader to have a certain opinion? If so, what viewpoint does the author try to convince you of? What reasons does the author provide for choosing this viewpoint?

6. Does the author's argument assume that the reader thinks in a particular way or has a particular world-view? What are the major underlying assumptions that the author makes, and do you think they are reasonable and acceptable to most people?

7. Does the author "make jumps" or inferences based on his/her evidence? Is the line of reasoning logical?

8. Does the author try to appeal to the reader's emotions? Does the author use any loaded words in the headline or the article? List these words and explain their effect on the reader.

9. Forgetting what the author thinks for a moment, what are your own thoughts and opinions about the issues raised in the article?

Example of Critical Reading Analysis

Excerpt 1 (from an academic journal)	
Is the methodology valid here? Critical readers would question whether the sample size was big enough to fulfil the aim of this study. They would also question whether the sample was representative enough of the wider population, asthe criterion for inclusion in the population sample perhaps created an unrepresentative group. The personality type that is willing to participate in a study of this kind may suggest subjects that are already highly involved in patient participation, thus skewing the survey results.	The aim of the study was to describe how patients perceive involvement in decisions concerning their own treatment and nursing care. **Sample** A convenience sample of 12 patients was selected from three mixed-sex medical wards. The only criterion for inclusion in the study was a willingness to participate.
Excerpt 2 (from an academic journal)	
Has the author overgeneralised the results here? The author has used the	Each interview was tape recorded and took between 60 and 90 minutes to complete. After each interview, the tape was listened to and transcribed. During this period, hunches or

findings from a very small sample size, that may not represent a sufficient range of patients, to support a major line of argument about how patients view collaboration. The authors are inferring that the results gained from surveying these patients can be generalised to all patients.	working hypotheses were identified which were explored in subsequent interviews. The major theme of 'toeing the line' was identified that provides insight into how patients view 'collaboration'. The remainder of this paper will focus on an exploration of this theme and its significant implications for nursing.

Excerpt 3 (from an academic journal)

The idea in this first sentence in a Nursing article is most probably informed by research in Sociology or Anthropology. 🔑 Where is the reference? Are these the author's ideas presented as fact? The writer here is writing as if his or her interpretation were absolutely the truth, instead of just an interpretation.	The value systems of individuals and of societies can be said to have dominant temporal focuses. Societies in which hospital sickness and other disasters are seen as visited upon the individual by angry gods, spirits, or ancestors *hold a dominant temporal focus on the past*. Societies in which causes and consequences are disregarded in favour of immediate gratification and symptom *hold a present temporal focus*. Societies that show considerable anxiety about the implications and consequences of present situations, to experience little anxiety relief at the removal of a symptom, and need to plan and work toward future eventualities *hold a future temporal focus.*

Excerpt 4 (from a weekend newspaper article)	
What evidence does the author provide to support his or her argument? Is there evidence provided supporting this? Would you accept this as fact? Why? Is this the author's opinion or fact?	Teams are not magic. They must have tasks that are achievable within a specified time frame. The team charged with 'management' has an impossible brief and will surely fail unless effort is spent spelling out what the management task involves and what constitutes success. Neither are teams a cheap option. They inevitably consume resources and time. Teams rarely resolve conflict. More often, they pressure-cook it. If an individual has the skills to do the job with the requisite creativity, then the individual, not the team, should do the job.

Excerpt 5 (from a weekend newspaper article)	
Who says leadership is back in fashion? Is this assumed knowledge within the discipline of Management? This point is stated as fact. What theory is it based on?	A third illusion is that leaders are not necessary in good teams. Leadership is back in fashion. But people in teams often argue that good teamwork makes leadership redundant. Explicit or strong leadership behaviour is seen as contrary to the notional equality of teams. This illusion and the lack of leadership it produces is one of the worst things that can happen to a team. It ensures an obsession with internal power relations and a team

Do you agree with it?	without a champion. A leader is the team's link with the wider organisation and the vital conduit for resources, support and credibility. Teams need help to understand how their leadership requirements change and how to make the most of the leadership resources distributed among members.

D. Aktivitas Pembelajaran

Langkah-langkah yang bisa dilakukan pada kegiatan belajar ini adalah sebagai berikut.

1. Mulailah kelas dengan berdoa bersama, kemudian secara berkelompok lakukan *brainstorming* tentang materi *critical text analysis*.
2. Silakan membaca dengan teliti tujuan pembelajaran dan indikator pencapaian materi dan uraian materi.
3. Lakukanlah tanya jawab tentang *critical text analysis*, dalam tanya jawab ini hargailah perbedaan pendapat peserta lain.
4. Silakan membacadengan teliti contoh artikel yang akan digunakan sebagai bahan latihan.
5. Silakan mengerjakan latihan secara berpasangan dan bekerjasamalah dengan baik dan berusaha untuk mendapatkan hasil maksimal lakukan verifikasi hasil latihan.
6. Sepakati wakil dari kelompok untuk mempresentasikan hasil latihan, berilah tanggapan terhadap presentasi kelompok lain secara santun.
7. Di akhir pembelajaran, silakan melakukan refleksi.

E. Latihan

The process of reading consists of threestages: pre-reading activity, whilst-reading activity and post-reading activity. At each stage, there are important

tasks. This worksheet focuses on the second stage— whilst-reading. Reading actively means making connections between your current knowledge and what you are reading, and asking yourself questions as you read. As you read, you are having an ongoing internal dialogue with the author in which you reflect on, postulate and form opinions about, examine, and assess the author's arguments. This ongoing commentary and analysis helps you, the reader, to understand and focus on the text. While you read, use a pencil or highlighter to mark key ideas and supporting examples or evidence.

Choose four main ideas from the text in Woorksheet 3.1 (Reading Materials) and respond with your feeling, interpretations and assessments. Then you will need to fill the form in Worksheet 3.2 (Exercise for whilst-reading)

Activity: Reading the article and giving response to the topic and ideas

Worksheet 3.1 Reading Materials

Read the following article and give your response to the topic and the ideas in the article.

INTRODUCTION TO PROJECT-BASED LEARNING

The introduction is designed to orient you to the field of Project Based Learning (PBL). Included in this section are a brief history of PBL and a description of its benefits. By the end of this section, you will be able to describe PBL and identify key elements of successful projects.

A BRIEF HISTORY OF PBL

For over 100 years, educators such as John Dewey have reported on the benefits of experiential, hands-on, student-directed learning. Most teachers, knowing the value of engaging, challenging projects for students, have planned field trips, laboratory investigations, and interdisciplinary activities that enrich and extend the curriculum. "Doing projects" is a long-standing tradition in American education.

The roots of PBL lie in this tradition. But the emergence of a method of teaching and learning called Project Based Learning is the result of two important

developments over the last 25 years. First, there has been a revolution in learning theory. Research in neuroscience and psychology has extended cognitive and behavioral models of learning—which support traditional direct instruction—to show that knowledge, thinking, doing, and the contexts for learning are inextricably tied. We now know that learning is partly a social activity; it takes place within the context of culture, community, and past experiences. This is apparent in research on problem-based learning in the medical field, an important forerunner of PBL.

Research shows that learners not only respond by feeding back information, but they also actively use what they know to explore, negotiate, interpret, and create. They construct solutions, thus shifting the emphasis toward the process of learning. In addition, cognitive research has revealed much more about the nature of problem solving. Education has benefited from this research, as teachers have learned how to effectively scaffold content and activities to amplify and extend the skills and capabilities of students.

Second, the world has changed. Nearly all teachers understand how the industrial culture has shaped the organization and methods of schools in the 19th and 20th centuries, and they recognize that schools must now adapt to a new century. It is clear that children need both knowledgeand skills to succeed. This need is driven not only by workforce demands for high-performance employees who can plan,collaborate, and communicate, but also by the need to help all young people learn civic responsibility and master their new roles as global citizens.

In a sense, the need for education to adapt to a changing world is the primary reason that PBL is increasingly popular. PBL is an attempt to create new instructional practices that reflect the environment in which children now live and learn. And, as the world continues to change, so does our definition of PBL. The most important recent shift in education has been the increased emphasis on standards, clear outcomes, and accountability.Remember that PBL is a field that you, as a practitioner, will help create by your actions and leadership in the classroom.

DEFINING STANDARD-FOCUSED PBL

There is no one accepted definition of PBL. However, BIE defines standards-focused PBL as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. This definition encompasses a spectrum ranging from brief projects of one to two weeks based on a single subject in one classroom to yearlong, interdisciplinary projects that involve community participation and adults outside the school.

More important than the definition itselfare the attributes of effective projects. You will find that the BIE planning model is based on a number of criteria that distinguish carefully planned projects fromother extended activities in the classroom. Outstanding projects then:

- recognize students' inherent drive to learn, their capability to do important work, and their need to be taken seriously by putting them at the center of the learning process;
- engage students in the central concepts and principles of a discipline. The project work is central rather than peripheral to the curriculum;
- highlight provocative issues or questions that lead studentsto in-depth exploration of authentic and important topics;
- Require the use of essential tools and skills, includingtechnology, for learning, self-management, and project management
- specify products that solve problems, explain dilemmas, or present information generated through investigation, research, or reasoning;
- Include multiple products that permit frequent feedback and consistent opportunities for students to learn from experience;
- use performance-based assessments that communicate high expectations, present rigorous challenges, and require a range of skills and knowledge;
- encourage collaboration in some form, either through small groups, student-led presentations, or whole-class evaluations of project results.

The BIE model for PBL also addressed a singular need in the field of PBL: to create standards-focused projects that fit well with the era of

accountability and performance. Often, projects have been used as fun or change-of-pace events completed after students have been pushed through homework assignments, lectures, and tests. In standards-based PBL, students are pulled through the curriculum by a Driving Question or authentic problem that creates a need to know the material. The Driving Question is tied to content standards in the curriculum, and assessment is explicitly designed to evaluate the students' knowledge of the content.

Similarly, Project Based Learning is sometimes equated with inquiry-based or experiential learning. Though PBL shares some overlapping characteristics with these two terms, standards-focused PBL is designed to acknowledge the importance of standards and evaluation of student learning. In an era of accountability, with testing and performance uppermost in the minds of parents and educators, it is imperative that all instructional methods incorporate high standards, rigorous challenges, and valid assessment methods.

THE BENEFITS OF PBL

As a field, PBL is still in the developmental stage. For example, there is not sufficient research or empirical data to state that PBL is a proven alternative to other forms of instruction. Based on evidencegathered over the past ten years, PBL appears to be an equivalent or slightly better model for producing gains in academic achievement, although results vary with the quality of the project and the level of student engagement. Also, PBL is not appropriate as a method for teaching certain basic skills such as reading or computation; however, it does provide an environment for the application of those skills.More important, evidence shows that PBL enhances the quality of learning and leads to higher-level cognitive development through students' engagement with complex, novel problems. It is also clear that PBL teaches students complex processes and procedures such as planning and communicating. Accomplishing these goals, however, requires time for both performing classroom in which you and your teachers and students to master the behaviors and strategies necessary for successful PBL.

In addition to research' convincing reports have come from teachers that PBL is arigorous, relevant, and engaging instructional model that supports authentic

inquiry and autonomous learning for students. Along with encouraging academic proficiency and meeting the traditional goals of education, PBL has important benefits for today's students. Teachers report that PBL:

- overcomes the dichotomy between knowledge and thinking, helping students to both "know" and "do";
- supports students in learning and practicing skills in problem solving, communication, and self-management;
- encourages the development of habits of mind associated with lifelong learning, civic responsibility, and personal or career success;
- integrates curriculum areas, thematic instruction, and community issues;
- assesses performance on content and skills using criteria similar to those in the work world, thus encouraging accountability, goal setting, and improved performance;
- creates positive communication and collaborative relationships among diverse groups of students;
- meets the needs of learners with varying skill levels and learning styles;
- engages and motivates bored or indifferent students.

As with any teaching method, PBL can be used effectively or ineffectively. At its best, PBL can help you as a teacher create a high performing classroom in which you and your students form a powerful learning community focused on achievement, self-mastery, and contribution to the community. It allows you to focus on central ideas and salient issues in your curriculum, create engaging and challenging activities in the classroom, and support self-directed learning among your students.

PBL IN YOUR CLASSROOM

Planning for a project must take into account what is possible in your classroom. The scope of a project will be affected by the bell schedule, the time of year, standardized testing, and the other myriad factors that impact your work. Perhaps the first question that usually arises is: do I have time to do this project? To answer that question, it is helpful not to think of PBL as taking time away from the regular curriculum. Instead, consider a standards-focused project as a central

method of teaching and learning that replaces conventional instruction for a portion of your course. Standards-focused projects teach students the same essential information you might teach them through lecture and discussion. PBL teachers also find that they do considerably less "busy work" activities in the classroom. And, though projects take time to plan, teachers have more time to work with students once a project is under way.

COVERAGE VERSUS "UNCOVERAGE"

It is true that projects do not lend themselves to covering a laundry list of topics, as too often happens in the classroom. But in the case of good education, less is more. If you are pressed for time and need to include many topics in your instruction during a year, you may want to think about the concept of "uncoverage." This means making a deliberate decision about topics that you want to teach in depth versus topics that can be simply "covered." What parts of your curriculum can be easily and successfully handled through lectures or textbook assignments? What parts require more depth? Identify those topics that reflect the most important ideas and concepts in your curriculum and incorporate those topics into projects. Those are the topics with which you want students to grapple. The remaining topics you can deal with through direct instruction.

ARE YOUR STUDENTS CAPABLE?

Two questions regarding students immediately arise when you are thinking about a project. How much will they be involved? And, are they capable of a project, both behaviorally and academically? Student autonomy is one of the hallmarks of PBL. Still, most teachers introduce student autonomy in stages, depending upon students' age and experience. Before planning your project, think about how much you want your students to be involved in its design and how much autonomy they will have in carrying out project activities. You may want to select the project topic, particularly for the first project in your classroom. With students who are eager and prepared, you may wish to have them select the project topic and define the learning outcomes. Your role becomes one of coach and facilitator, helping students shape the project so that it meets content standards and allows for a variety of assessments.

Are your students ready and capable? That question can be answered based only on your experience and knowledge.

YOUR STYLE AND SKILLS

Once teachers feel comfortable with PBL, they usually find teaching with projects to be more fulfilling and enjoyable. PBL is a way of working with students as they discover more about themselves and the world, and that brings job satisfaction. However, in addition to strong instructional and organizational skills, PBL requires that teachers facilitate and manage the process of learning. Rather than rely on the model of the child as an empty vessel to be filled, PBL teachers must create tasks and conditions under which student thinking can be revealed—a concreative process that involves inquiry, dialogue, and skill building as the project proceeds.

Though most teachers recognize that active learning is vital, not all of us react in the same way to an open-ended process. Projects are sometimes described as chaotic or messy (though in a well-structured project, it only appears to be disorderly—it's really just the ambiguous problem-solving process that is under way). Prior to a project is a good time to reflect on your teaching style and skills. How will you operate in a PBL environment? Are you comfortable with children moving around a classroom or with the ambiguity that characterizes a more open-ended learning process?

It may help to ask yourself this question: do you prefer to be a leader or a manager? Leaders facilitate problem solving in a group and help the group find their own solutions. Managerscontrol the process and look for prescribed outcomes. In reality, good teachers go back and forth between the two roles. But if you are hesitant to release control over your students, you may want to avoid projects or start small until you feel comfortable and skilled in project leadership

As a leader, your job is to help each studentproduce a superior product by facilitating learning. As students gather data and progress in their problem solving, they will encounter obstacles and opportunities. At the heart of successful PBL is your ability to support and direct students (or conversely, your ability to let them struggle with a problem or information as they search out

answers and solutions). This requires interpersonal and communication skills, as well as the ability to define the agenda for the class and push a project through to a successful conclusion. It also includes being sensitive to the fact that students finish work at different rates, with different abilities, aptitudes, and learning styles.

PBL AND YOUR SCHOOL

PBL works extremely well in schools that have extended blocks of time instead of 50-minute periods. Similarly, when schools are formed around small learning communities such as academies or houses, PBL is a natural tool for teaching and learning. But if your school does not have these reforms in place, it is still possible to create excellent projects for students.You will also find that good projects in classrooms encourage changes in the culture and structure of schools. Schools are under increasing pressure to raise standards, improve climate, and personalize education. PBL can contribute significantly to this process by encouraging teacher collaboration, motivating students to achieve, using the tools and language of project management and organizational change, and helping to incorporate school-wide learning outcomes into the curriculum. In particular, PBL fits well with efforts to create a high-performance school culture that values both rigor and relevance. In addition, projects are a great way to involve parents and community members in the educational process, a result that often leads to more support for the school and a better understanding of the needs of students.

A question often asked by teachers in low-performing schools is: can Project Based Learning work in my school? It can. For students with basic skills issues, it may be necessary to include more direct instruction during a project, design shorter projects, or tie projects closely to fewer and more specific standards. But PBL offers all students the opportunity to investigate authentic topics of interest tothem, thus engaging them in the learning process in ways that traditional instruction doesnot.

Activity: Mentioning the main ideas in the text and giving a response

Worksheet 3.2. Exercise for Whilst-Reading

Based on the reading material in worksheet 3.1, complete the folowing form.

Main Ideas in the text	My Response
1.	
2.	
3.	
4.	
5.	
6.	

Activity: Completing the form to inform the writer, language, tone and approach

Worksheet 3.3. Authority of the writer

Based on the reading material in worksheet 3.1, complete the following form.

Information about the writer (training, political affiliation, life experiences, etc.)
What does the language, tone and approach of the text tell you about the writer?
Is the writer knowledgeable? why? why not?

Activity: Completing the form

Worksheet 3.4 Logic of the writer's argument

Based on the reading material in worksheet 3.1, complete the following form.

What does the writer want you to believe?	What reasons/supporting evidence does the writer provide? Do they seem credible?
1.	
2.	
3.	
4.	

Activity: Completing the form

Worksheet 3.5 Writer's ways of getting your interest

Based on the reading material in worksheet 3.1, complete the following form.

Does the writer try to get you to identify with him/her (for example, through the tone? shared experience? something else?)? How? Cite examples.
Does the writer try to evoke respect for his/her authority? How? Cite examples.

Does the writer try to get you to care about the subject, cause or problem? How -- appeals to emotion? statistics or other facts? anecdotes? detailed descriptions? something else? Cite examples.

LK 3.6 Presentasi dan Konfirmasi

Setelah memahami Kegiatan Pembelajaran Tiga beserta lembar kerjanya di dalamnya; Anda bisa bekerja dalam kelompok untuk membentangkan hasil kerja LK tersebut sekaligus untuk dibahas bersama.

F. Rangkuman

In conducting Critical Text Analysis (Critical reading),

1. Identify the author's thesis and purpose;
2. Analyze the structure of the passage by identifying all main ideas;
3. Consult a dictionary or encyclopedia to understand material that is unfamiliar to you;
4. Make an outline of the work or write a description of it;
5. Write a summary of the work;
6. Determine the purpose which could be
   - ➢ to inform with factual material
   - ➢ to persuade with appeal to reason or emotions
   - ➢ to entertain (to affect people's emotions)
7. Evaluate the means by which the author has accomplished his purpose.
   - ➢ If the purpose is to inform, has the material been presented clearly, accurately, with order and coherence?
   - ➢ If the purpose is to persuade, look for evidence, logical reasoning, contrary evidence.

> ➤ If the purpose was to entertain, determine how emotions are affected: does it make you laugh, cry, angry? Why did it affect you?

G. Umpan Balik dan Tindak Lanjut

Setelah membaca materi, menyimak penjelasan, mengerjakan penugasan serta mendiskusikan tugas yang ada dalam kegiatan belajar ini, Anda diharapkan dapatmenganalisis teks secara kritis melalui kegiatan membaca kritis; dan mengenal langkah-langkah menganalisis teks secara kritis.

Sebagai tindak lanjut, Anda dapat mencari contoh-contoh berbagai teks dan menganalisis teks tersebut secara kritis dengan membaca kritis; dan merancang materi pembelajaran mengenai menganalisis teks secara kritis sesuai dengan level siswa

Kegiatan Pembelajaran 4
Learning Review Text

A. Tujuan

Tujuan mempelajari kegiatan pembelajaran ini adalah agar Anda dapat memahami konsep teks berjenis *review* dan bisa menulis dalam bentuk tinjauan, bahkan kritik terhadap suatu karya seni, karya ilmiah, buku ataupun bentuk-bentuk lainnya agar diketahui oleh khalayak umum.

B. Indikator Pencapaian Kompetensi

1. Menentukan gambaran umum teks berbentuk *review*
2. Menentukan informasi rinci tersurat *eview*
3. Menentukan informasi tertentu teks berbentuk *review*
4. Menentukan rujukan kata teks tertulis *review text*
5. Menentukan informasi tersirat teks berbentuk *review*
6. Menentukan makna kata teks berbentuk *review*
7. Menentukan *coherency* dan *cohesiveness* teks tertulis berbentuk *review*
8. Menentukan cara pengajaran teks berbentuk *review*

C. Uraian Materi

Review text adalah teks yang menghadirkan ulasan, kritik, analisis, evaluasi sampai penilaian untuk menentukan kualitas suatu karya. Dari sebuah teks*review*, pembaca bisa mendapat banyak informasi tentang karya yang diulas. Informasi yang ada dalam suatu teks*review* bisa berupa sejarah, latar belakang karya tersebut tercipta, deskripsi, kelebihan, kekurangan karya tersebut dan lain-lain bergantung pada kedalaman ulasan yang dilakukan oleh pengulas. Dalam menganalisis dan menilai suatu karya, biasanya penulis teks *review* menggunakan sejumlah kriteria atau pembanding dengan karya-karya yang sejenis.

Teks review bertujuan mengkritisi suatu karya yang dianggap layak atau bernilai seni. Hasil *review* suatu karya sangat berguna bagi para pembaca atau orang-orang yang memiliki kepentingan terhadap karya yang bersangkutan dalam usahanya menempatkan, menyikapi dan memperlakukannya secara proporsional.

Walaupun dalam banyak referensi struktur teks *review* bermacam-macam, secara umum struktur teks *review* bisa dipilah kedalam empat bagian, yakni*orientation*, *interpretative recount*, *evaluation*, dan *evaluative summation*. Penjelasan setiap bagian dibentangkan berikut ini.

1. Orientation

Menempatkan karya yang ditinjau pada konteks umum ataupun khusus, biasanya dengan membandingkan dengan karya lain yang sejenis atau melalui analogi objek yang bukan karya seni. Secara sederhana bisa dikatakan bahwa bagian ini menyodorkan apa yang akan diulas dan dalam konteks apa keberadaan objek itu berada.

2. Interpretative recount

Dalam paragraf ini penulis teks *review* menyajikan beberapa hal yang berkaitan dengan sejarah, latar belakang, situasi, dan kondisi atau kronologi sampai bagaimana karya tersebut tercipta menjadi suatu karya. Selain hal-hal tersebut, penulis membuat semacam deskripsi ringkas tentang objek yang diulas.Hasilnya adalah sebuah 'potret' dari karya yang diulas. Hal ini sangat membantu memberikan gambaran kepada pembaca tentang objek yang akan dinilai.

3. Evaluation

Pada bagian ini penulis mengevaluasi objek ulasan dengan satu atau beberapa cara. Biasanya dengan menetapkan kriteria-kriteria penilaian seorang ahli di bidangnya, perbandingan-perbandingan dengan karya yang sejenis, kekurangan kelebihan, keunikan, orisinalitas dan sebagainya. Evaluasi tersebut berupa simpulan dari kualitas karya itu, misalnya bagus, sangat unik, bernilai seni tinggi dan sebagainya.

4. Evaluative Summation

Bagian ini berisi simpulan penulis setelah diadakan penilaian, karya itu layak atau tidak untuk diberikan kepada pembacanya.

Berikut adalah ciri-ciri kebahasaan teks *review*.

1. Pada teks ulasan drama atau film ini, muncul kata sifat atau kata sifatmajemuk (*compound adjectives*). Di antara kata sifat itu adalah *exciting*, *adventurous*, *awesome*, *terrible*, *bad*, dan *fantastic*. Sementara itu, kata sifat majemuk yang sering dijumpai di antaranya adalah *action-packed* (full of action), breath-taking (takes your breath away), *heart-warming* (makes your heart feel warm), *page-turning* (very interesting), *spine-chilling* (gives you goose bumps), *thought-provoking* (makes you think about certain aspects of life), dan *slow-moving*(characterized by slow movement).

2. Menggunakan kata-kata opini atau persuasif, sebagaimana contoh berikut ini.
   (1) Also, I think that the film is good because it is exactly the same as the book.
   (2) I think it's an excellent book and I couldn't stop reading it.
   (3) The Hunger Games is now a major Hollywood film and is just as successful.
   (4) The Hunger Games is a hugely successful book for teenagers and young adults by the American author Suzanne Collins.

3. Menggunakan kata penghubung (konjungsi)setara (*coordinative conjunction*) dan kata penghubungbertingkat (*subordinative conjunction*). Pantas dinyatakan, konjungsi setara merupakan konjungsi yang menghubungkan dua argumen/gagasan/ide dalam kalimat sederhana atau dua kelompok klausa. Dalam konteks ini, terdapat dua kategori makna hubungan, yakni (a) penambahan atau kesejajaran, yang ditandai dengan konjungsi *and* dan *or*; dan (b) perbandingan atau perbedaan, yang ditandai dengan konjungsi *but* dan *yet*.

4. Menggunakan ungkapan perbandingan (kesamaan/perbedaan) yang ditandai dengan kata sifat *better* dan *the same as*.

5. Menggunakan kata kerja material (*go*, *watch*) dan kata kerja relasional, baik kopulatif (*is*, *are*) maupun kata bantu (*can*, *would*), sebagaimana contoh berikut.

(5) I give The Hunger Games fantastic, go and watch it soon!

(6) The film is good.

(7) There are a lot of exciting action scenes as Bond pursues him around the world.

(8) Can he stop him before it is too late?

(9) I would highly recommend Skyfall, if you are keen on action films.

Cara mengajarkan teks *review* pada peserta didik

Pada kegiatan ini kita akan mengacu pada silabus kurikulum 2013. Pada pembelajaran teks *review* pendidik diharapkan mengajarkan teks tersebut secara lengkap mulai dari tujuan komunikatif, struktur teks, dan unsur kebahasaannya. Dalam pembelajaran ini digunakan pendekatan saintifik yang disesuaikan dengan karakteristik peserta didik. Ada lima langkah pembelajaran dalam pendekatan ini, sebagaimana dijelaskan berikut ini.

1. *Mengamati*

Pendidik bisa meminta peserta didik mengamati gambar atau video tersaji tentang film atau buku yang menjadi bahan materi pembelajaran.Film atau buku yang disajikan bisa berupa cerita-cerita sederhana dan menarik, baik yang terkini atau yang lama.Sebelum buku atau tayangan video disajikan peserta didik diberi beberapa pertanyaan yang mengarahkannya pada hal-hal yang harus diamati.Setelah peserta didik mengamati buku atau tayangan video tentang film, peserta didik menjawab pertanyaan-pertanyaan awal. Pertanyaan awal inilah yang akan mengarahkan peserta didik mengetahui tujuan pembelajaran tentang *review*. Selanjutnya, pendidik bisa menyajikan sebuah teks *review* lengkap dengan petunjuk tentang tujuan komunikatif, struktur teks, dan unsur kebahasaannya. Contoh pertanyaan awal itu adalah *What is the video/ text about?*,*When was it made?* , *What is your opinion of the video/ text?, Explain the video/text story without giving away the ending?, Should people go and watch the video?*

2. *Menanya*

Pendidik memberi kesempatan kepada peserta didik atau merangsang peserta didik mengajukan pertanyaan yang berkaitan dengan teks tersaji.Pertanyaan bisa berupa kata-kata sulit dalam teks dan hal-hal yang berkaitan dengan tujuan komunikatif struktur teks dan unsur kebahasaan teks tersaji.Pada tahap ini pendidik bisa mendiskusikan jawaban dengan peserta didik atau bisa menjawabnya langsung. Jawaban yang diberikan mengarah pada target pembelajaran sesuai dengan teks *review*.

3. *Mengumpulkan informasi*

Pendidik meminta peserta didik untuk membentuk kelompok dan mengumpulkan informasi tentang hal-hal yang berkaitan dengan teks *review*. Pendidik dapat membantu siswa dengan menyajikan teks/video lain dengan jenis yang sama sehingga siswa mendapatkan informasi yang lebih banyak tentang tujuan komunikatif, struktur teks,dan unsur kebahasaan dari teks *review*. Selain itu, pendidik menyajikan pertanyaan-pertanyaan sehingga peserta didik memiliki acuan dalam tugasnya untuk mengumpulkan informasi. Pertanyaan yang diberikan adalah pertanyaan yang mengarah pada penemuan tentang tujuan komunikatif, struktur teks, dan unsur kebahasaan teks *review*. Berikut contohnya.

- Read the other text you have!
- Answer the following questions!
  - (1) What is the text about?
  - (2) What is the main idea of paragraph one?
  - (3) What the main idea of paragraph two?
  - (4) What is the main idea of paragraph three?
  - (5) What do you call paragraph one?
  - (6) What do you call paragraph two?
  - (7) What do you call paragraph three?
  - (8) What adjectives/compound adjectives are used by the writer to evaluate the film/book?
  - (9) What tenses covers the text?
  - (10) What conjunctions are used in the text?
  - (11) What action verbs are used?
  - (12) What linking verbs are used?

4. *Mengasosiasi*

Peserta didik akan membandingkan berbagai text *review*secara berkelompok. Peserta didik menggunakan acuan pertanyaan-pertanyaan pada tahap mengumpulkan informasi sebagai dasar untuk menganalisis tujuan komunikatif teks, struktur teks, dan unsurkebahasaan teks itu. Setelah berdiskusi dengan kelompoknya masing-masing, peserta didik diharapkan untuk menyampaikan hasil diskusinya di depan kelas. Pendidik memberikan arahan sehingga peserta didik mencapai sebuah kesimpulan yang memenuhi target pembelajaran tentang *review*.

5. *Mengomunikasikan*

Peserta didik menyusun teks tulis *review* berdasarkan struktur teks dan unsur kebahasaan yang sudah mereka pelajari. Pendidik menugaskan peserta didik untuk menonton film atau membaca novel di luar jam pembelajaran. Selanjutnya, mereka diminta membuat ulasan tentang film yang mereka tonton atau novel yang mereka baca. Pendidik dapat meminta peserta didik untuk mengumpulkan hasil karya mereka dan ditempeldi mading sekolah atau mading kelas. Jika sekolah itu sudah memiliki majalah yang diterbitkan secara berkala, mereka dapat mengirimkan ulasan mereka ke tim redaksi majalah sekolah.

Penilaian teks review

Penilaian pada pembelajaran teks ini adalah penilaian sikap dengan teknik observasi pada saat diskusi, penilaian diri dan atau penilaian antarteman. Penilaian pengetahuan dilakukan dengan tes tulis melalui serangkaian pertanyaan pada tahap mengumpulkan informasi dan mengasosiasi. Penilaian keterampilan dilakukan pada tahap mengomunikasikan yaitu penilaian portofolio dan unjuk kerja.

D. Aktivitas Pembelajaran

Pada bagian ini Anda diminta mempelajari dengan saksama materi tentang teks *review* yang terdapat di uraian materi. Selanjutnya Anda diminta mengerjakan latihan-latihan. Sebagai penguatan, Anda diminta membaca rangkuman dan

kemudian menjawabpertanyaan-pertanyaan yang terdapat dalam umpan balik dan tindak lanjut.

E. Latihan

Aktivitas: Membaca teks *review*

LK 4.1 Film *review*

Text 1

Read the text carefully and choose the best answer afterwards.

"Skyfall" film review

Skyfall is one of the best action films in recent years. Released in 2012, it stars Daniel Craig as a secret agent James Bond and Spanish actor Javier Bardem in the role of Raoul Silva, the villain in this film.

The plot involves a genuine computer hacker who is an ex-spy. He wants to take revenge on the organization he used to work for and James Bond has to prevent this from happening. There are a lot of exciting action scenes as Bond pursues him around the world. Can he stop him before it is too late?

The film is set in a variety of locations including Istanbul, Shanghai, Macau, London and Scotland, which gives it a very international atmosphere. The soundtrack is impressive and includes the theme song 'Skyfall', performed by English singer Adele. The acting is also of a very high standard and Bardem brings his character to life with a dazzling and memorable performance.

I would highly recommend Skyfall, especially if you are keen on action films. It will have you on the edge of you seat until the very end and I am sure you will not regret watching it. (source: learnenglishteens)

1. Skyfall is ___.
    a. a musical
    b. a horror film
    c. an action film
    d. a comedy
    e. a love story

2. The film ___ in 2012.

a. was produced
b. came out on DVD
c. was planned
d. receive the Oscar
e. came out in cinemas

3. The main character is ___.
   a. Daniel Craig
   b. Sean Connery
   c. Pierce Brosnan
   d. James Bond
   e. Raoul Silva

4. ___ is an ex-spy who wants revenge.
   a. James Bond
   b. Javier Silva
   c. Sherlock Holmes
   d. Raoul Silva
   e. Dr.No

5. There are ___ Istanbul, Shanghai, Macau, London and Scotland.
   a. Stars from
   b. scenes in
   c. characters from
   d. songs from
   e. producers from

6. The writer ___ Javier Bardem's performance.
   a. especially liked
   b. didn't really like
   c. had no opinion about
   d. hated
   e. condemned

7. The writer recommends Skyfall ___ people who like action films.
    a. only to
    b. especially to
    c. to everybody except
    d. not only to
    e. also to

8. The writer thinks the film is ___ until the very end.
    a. interesting
    b. funny
    c. exciting
    d. bad
    e. engaging

Text 2

Please read the text below carefully and then choose the best answer.

"Another Sucker Found" — that was the sign on the take-home box that held the first pet I ever adopted, a kitty named Fitzie. The same principle applies to all of you who see *The Secret Life of Pets,* an animated fluffball that does everything to drive you crazy and ends up by being totally irresistible. Have you ever imagined what your pet does when you leave the house? Then this is the movie for you. Chris Renaud (*Despicable Me*) and his co-director Yarrow Cheney pull out all the stops in the too-busy script by Cinco Paul, Ken Daurio and Brian Lynch (*Minions*). Sometimes you wish they'd pull back a little on the throttle. But they know how to use this *Toy Story* with critters to get loads of laughs and put a lump in your throat.

The story starts simply when Katie (voiced by Ellie Kemper) disrupts her domestic bliss with her Jack Russell terrier Max (Louis C.K.) by bringing home a BFG of a mutt named Duke (Eric Stonestreet). Chaos ensues. The pooches go at each other to the delight of other pets who watch through the windows of their New York apartment building. They include Gidget (Jenny Slate), a white Pomeranian with a crush on Max, and Chloe (Lake Bell), a snob cat with a mouth on her. Oh yeah, these pets talk, like crazy!

They also band together when needed, especially when Duke gets lost and Max leads a chase to find them. It's a scary world out there, and not just because of feral beasties and animal-control brigades. Gidget asks help from the unlikeliest places, such as Tiberius (Albert Brooks), a predatory hawk, and Pops (Dana Carvey), a limping Bassett Hound. But the fiercest adversary comes in the form of a coalition of abandoned animals called the Flushed Pets. As led by a street-talking rabbit named Snowball (a vocal comic tour de force from Kevin Hart) — he only looks sweet and cuddly — the Flushed Pets are hellbent on the destruction of humans.

Yes, the movie goes a little dark at times, especially when we meet Snowball's scary crew in the sewers (the film's animation high point). Also, in the pileup of fur and feathers, you may forget who is who — not to worry, however, since the action and laughs are nonstop. There's also a scene that shows pet owners coming home at the end of the day to embrace the animals who've entered their lives to wreak havoc but also to give them a rare shot at unconditional love. I choked up a little. You will too. Another sucker found.

(*taken from http://www.rollingstone.com/movies/reviews/the-secret-life-of-pets-20160706*)

1. What does the writer think about the film?
    a. It is boring
    b. It is full of laughs
    c. It is scary
    d. It is amazing
    e. It is sad

2. "The story starts simply when Katie (voiced by Ellie Kemper) disrupts her domestic bliss with her Jack Russell terrier Max..." (paragraph 2). The underlined word has the same meaning with...
    a. excites
    b. occurs
    c. gains
    d. disturbs
    e. attends

3. Who will likely *NOT* go to watch this film?
    a. people who like pets
    b. children
    c. people who have pets
    d. people who like action movies

e. people who like animation

Text 3

Please read the text carefully and choose the best answer.

The film's title: Habibie&Ainun

Genre	: Romantic
Director	: Hanung Bramantyo
Production	: MD Entertainment
Cast	: Reza Rahardian (BJ. Habibie), BCL (AinunHabibie),
	Tio Pakusadewo (Soeharto)

Indonesian film industry finally awakened to offer quality movies. After a long time the people of Indonesia are served with horror film with semi-pornographic scenes. Film Habibie&Ainunis produced by renowned director HanungBramantyo. This film is an adaptation of a novel by Mr. BJ. Habibie's personal story about his life journey with his love Mrs. Ainun. The novel was written after the death of Alm. AinunHabibie, as a mark of his very deep love for his wife.

The film told about a leader and Indonesian intellect, Mr. BJ Habibie who tried to build up the nation. The film also tried to unite the romance between a marriage couple in a family with a bandage of nationalism spirit. The love story between Habibie and Ainun provided valuable lesson for all Indonesian society. The loyalty and sacrifice they gave to the nation offered a lot of lessons for us to continue their struggle.

Their conflict and struggle to develop the nation presented in this film is able to make the audience cry, even the former President SusiloBambangYudhoyono and his wife, AniYudhoyono shed tears when watching it for the first time.The biography of BJ Habibie and AinunHabibie is elegantly presented. His science and ambition to create Indonesia Aircraft are the positive values and encourage us to be his successor.

Unfortunately, this beautiful story of this film is a little tarnished by the unprofessional product ads. It is very disappointing advertisement. Although it is only a few seconds, but it still disturbs the story.

Finally, for those who have a high spirit of nationalism and love romance must watch this film which is one of the best film ever created by the Indonesians.

1. What is the social function of the text above?
   a. to describe the Film Habibie and Ainun
   b. to entertain the readers
   c. to promote the filmHabibie and Ainun
   d. to analyze and criticize the film Habibie and Ainun
   e. to teach moral lesson to the readers

2. Who cried after watching that film?
   a. Habibie and Ainun
   b. AniYudhoyono
   c. Reza Rahardian
   d. Hanung Bramantyo
   e. Tio Pasukadewo

3. Film Habibie & Ainun is produced by <u>renowned</u> director HanungBramantyo.
   The underlined word has similar meaning to …
   a. excellent
   b. very good
   c. famous
   d. excited
   e. talented

4. Whom does the writer recommend the film to?
   a. those who want to develop the nation
   b. the citizens who must continue their struggle
   c. those who have the spirit of nationalism
   d. the people who have the positive values
   e. those who have a high sense of humor

Text 4

Please read the text carefully and then choose the best answer.

> **Toy Story**
>
> Toy Story is one of Disney's popular films that uses amazing computer graphics to tell the story of a young boy, Andy, and his roomful of great toys that come to life.
> The plot centers on Andy's toys, including Mr. Potato Head and his favorite, Woody, who have their lives disturbed with the arrival of Buzz Lightyear, a karate-chopping, flying spaceman. Tom Hanks provides the voice of Woody while Tim Allen is the voice of Buzz. Computer animation is by John Lasseter, known for his complex pixel animation techniques. The film is now available on video, is rated G, runs for 78 minutes and sells for $24.95.
> Toy Story is the more than just amazing computer-generated special effects. There is plenty of fun for both younger viewers and adults. All the family will enjoy this one.

6. The film is about the young boy who ...
   a. becomes a life after death
   b. has toys that comes to life
   c. becomes lonely in life
   d. has many friends in life
   e. has family that comes to life

7. What is the technology used in the Toy Story film?
   a. amazing computer graphic
   b. modern sound technology
   c. modern graphic design
   d. simple animation technique
   e. amazing video animation

8. What is the synonym of the word "popular" in the text above?
   a. well-known
   b. favourite
   c. interesting
   d. amazing
   e. wonderful

9. What is the purpose of the text above?
   a. to entertain the readers
   b. to tell a funny story
   c. to criticize a film
   d. to present a film
   e. to describe a story

LK 4.2 Presentasi dan Konfirmasi

Setelah mempelajari Kegiatan Pembelajaran Empat dan mengerjakan lembar kerja di dalamnya, Anda diminta bekerja dalam kelompok untuk mempresentasikan hasil kerja LK untuk dibahas bersama.

F. Rangkuman

Teks *review* adalah teks yang menghadirkan ulasan, kritik, analisis, evaluasi sampai penilaian untuk menentukan kualitas suatu karya. Ia bertujuan mengkritisi suatu karya yang dianggap layak atau bernilai seni. Struktur teks *review* adalah *orientation-interpretative recount-evaluation*. Unsur kebahasaan yang ada pada teks *review* adalah (a) menggunakan kata sifat atau kata sifat majemuk, (b) menggunakan kata-kata atau frasa opini atau persuasif, (c) menggunakan konjungsi setara dan konjungsi bertingkat, (d) menggunakan ungkapan perbandingan (kesamaan/perbedaan), dan (e) menggunakan kata kerja material dan relasional.

Teks *review* bisa diajarkan dengan pendekatan saintifik, yakni mengamati, menanya, mengumpulkan informasi, mengasosiasi, dan mengomunikasikan. Penilaian pembelajaran mencakupi sikap, pengetahuan, dan keterampilan.

G. Umpan Balik dan Tindak Lanjut

Setelah mempelajari kegiatan pembelajaran tentang teks *review* ini, sudahkah Anda memahami cara:

1. Menentukan gambaran umum teks tertulis berbentuk *review text*?
2. Menentukan informasi spesifik teks tertulis berbentuk *review text*?
3. Menentukan informasi tertentu teks tertulis berbentuk *review text?*
4. Menentukan rujukan kata teks tertulis berbentuk *review text*?
5. Menentukan informasi tersirat teks tertulis berbentuk *review text?*
6. Menentukan makna kata teks tertulis berbentuk *review text?*
7. Menentukan *coherency* dan *cohesiveness* sebuah review text?
8. Menentukan cara pengajaran *review text*?

Kunci Jawaban

LEMBAR KERJA

Lembar Kerja 1.1. (Logical relation with conjunctions)

Jawaban didiskusikan secara berkelompok dan bersinergi.

Lembar Kerja 1.2. (Logical connectors in sentences)

1. Susie refused to take part in the concert. **However**, she changed her mind the next day.
2. The car beat the red traffic light. **As a result**, the driver was issued a summons by the traffic policeman.
3. "Fira won the gold medal after three months of intensive training. **Similarly,** you too could win if you practice hard enough," Liza's mother said to her.
4. "I don't think she can handle this task. **Besides**, she already has a lot of other responsibilities," said the head prefect to his assistant.
5. The cadets were given new uniforms to wear. **In addition**, they received free passes to the match.
6. The people strongly opposed the move to build a golf course near their house. **Consequently,** the proposed plan was cancelled.
7. "The final examinations are coming soon. **Therefore**, it would be advisable for you to begin revising more systematically," the teacher told her class.
8. The neighbors often helped each other, t**hus** creating a feeling of harmony in the neighborhood.
9. The teenager was caught shoplifting. **However,** he was let off with a warning.
10. Shaun is directing the movie. **Besides,** he is playing the lead role in it.
11. Thomas Edison failed several times before he successfully invented the first light bulb. **Similarly**, you too could attain your dreams if you never give up trying.
12. The bungalow had seven rooms, each with an attached bathroom. **In addition**, there was a large garden and a swimming pool.

Worksheet 1.3. (Connectors in a text)

<u>Text A</u>

This is how you make a call from a public telephone. **First**, lift the receiver. **Then**, drop your money into the slot fo the coin box. Note: there are three slots, **so** be sure that you drop your coin into the correct one. **That** will be the slot that is about the size of the coin. **Then** dial the number you want. When the other side answers, press Button A. Do not press Button A **until** you are sure that your call has got through.

Do not misuse public telephones. If you damage a public telephone you may regret it **later** when you need to make an urgent call. For example, last

Wednesday, Raja was very happy when he managed to get a "free" telephone call. **Later** his mother was ill and he could not phone for an ambulance because he had damaged the telephone.

Text B

There are may reasons why girls should be sent to school. **Firstly**, a girl's intelligence is not lower than that of a boy's. A girl has as much chance of doing well in schoolwork as a boy does. **Secondly**, not all girls want to stay at home and become housewives and mothers. Some girls do not like housework. Some girls will not be happy staying at home all the time. **Thirdly**, even though a girl might want nothing more than to be a wife and mother, she may not find anyone she would like to marry. **Finally**, it must be stressed that girls are people with feelings too and should be given a choice to decide on their own future.

Worksheet 1.4. (Core modal verbs: *couldn't* and *might not*)

1. Unfortunately, James and Michelle had already made plans, so they **couldn't** come with us to the exhibition at the Museum of Contemporary Art.
2. They have had several major snow storms in the mountains during the last month. We had better call the highway patrol to check road conditions. The road to Smithsville **might not** be passable.
3. We should call Tim before we go over to his house; he **might not** be there. I don't want to drive all the way there for nothing.
4. In order to win the pie eating contest, Norman would have to eat sixteen pies in ten minutes. He **might not** possibly eat that many pies - he would explode!
5. I know Eve wants to go to the ballet with us, but we'd better call her before we get her ticket. She works Wednesday nights, and she **couldn't** be able to get time off that evening.
6. Susan **couldn't** hear the speaker because the crowd was cheering so loudly.
7. It **might not** be a bad idea to take some snacks along while we're hiking. Last time, we got so hungry we had to come back early without finishing the hike.
8. Jerry might be angry, or he **might not**. You never really know with him because he's so temperamental.
9. Jerry **might not** be angry at me. I've never done anything to upset him.
10. The lamp **might not** be broken. Maybe the light bulb just burned out.
11. When you were a child, you could swim from here to the little island in the middle of the river, **couldn't** you? At least, that's what your father told me.
12. She **might not** possibly be the winner of the talent show! The other acts were much better than hers.
13. Frank and Sarah **couldn't** get tickets to the concert. The concert was sold out a little over an hour after tickets went on sale.
14. I heard that band is really popular, and tickets sell out quickly. You **couldn't** get tickets if you waited too long.
15. That concert has been sold out for weeks. You **couldn't** get tickets even if you knew the band personally. It's impossible!
16. It **might not** be a bad idea to get a car alarm for your new sports car. New cars tend to attract thieves.

17. That **might not** possibly be Mr. Jones. He's lost so much weight that he looks like a completely different person.
18. You **couldn't** do the job if you didn't speak Arabic fluently.
19. Jane and Bill **might not** have gotten the invitation to the party. Perhaps, that's why they didn't show up. I doubt they would actually skip your birthday party - they're your best friends.
20. I **might not** have left my keys at Simon's house. I wouldn't have been able to drive home if I had done that. They must be somewhere here in the apartment. Let's keep looking.

Worksheet 1.5. (Modal verbs: *could, might, should, would*)

Dialogue 1

Donna	: If I won the ten million dollar lottery jackpot, I (1) could afford to quit my job and travel the world.
	Sam: Where (2) would you go if you had that much money?
Donna	: I don't know, I choose to spend a year in Paris - or perhaps I (3)would go to Kenya.
	Sam: How often do you buy lottery tickets?
Donna	: Never... I guess if I want to win the lottery, I (4) should try buying some tickets.
Sam	: That (5) would help.

Dialogue 2

Waitress	: Hi, my name is Sandy - I'll be your waitress tonight. What can I get for you?
Tony	: I haven't decided yet. Is there anything you (1)could recommend? Is there anything you think I (2)should try?
	Waitress : You (3)should try the Cajun catfish - or perhaps the Gumbo. They're both delicious.
Tony	: That sounds wonderful, but that (4)might be a little too spicy for me. Actually, the prawns sound good. Umm, (5)could I have the barbecued prawns?
Waitress	: Sure, (6)would you like a salad with that?

Worksheet 1.6. (Agreement and Disagreement)

Jawaban menyesuaikan (situasional)

Worksheet 1.7. (Expressions of agreement or disagreement in dialogue)

John	: Have you heard the latest rap song by Green-Eyed Peas? I think it is cool.
Andy	: You've got to be joking! I don't like the lyric at all.
John	: You must listen to it several times, then you will like it.
Andy	: No way. The song is completely unsuitable for our youths.

John	:	That's a joke. The world has changed. People should not be so old fashioned.
Andy	:	<u>Come on! How can you say that thing</u>. I don't believe you actually like that kind of music.
John	:	Well, say what you want, I'm going to listen to it again.
Andy	:	<u>You don't know what you're saying</u>. I've advised you and I hope you'll take my advice.

Worksheet 1.8. (Agreement and Politeness)

Nomor	1	2	3	4	5	6	7	8
Jawaban	**A**	**B**	**A/D**	**B/C**	**B**	**B**	**B**	**C**

Lembar Kerja 1.9. (Penilaian berbasis kelas)

Jawaban didasarkan pada hasil diskusi. Untuk itu, silakan mengikuti prosedur.

Lembar Kerja 1.10.

Pembentangan hasil pemahaman Kegiatan Pembelajaran (KP) 1 dan hasil kerja LK sebelumnya untuk dibahas bersama

Worksheet 2.1. (Cohesion and coherence in text)

Jawaban berdasarkan hasil diskusi secara berpasangan.

Worksheet 2.2. (Comparison the cohesiveness among the texts)

(1) The connection of ideas in the first text is not very good. The connection of ideas in the second text is better than in the first text. The connection of ideas in the third text is better than in the first text.

(2) Text 1 is cohesive and coherent. Text 2 is coherent but not cohesive.

(3) Jawaban dihasilkan dari diskusi kelompok.

Worksheet 2.3. (Discussion of how to teach cohesion and coherence)

Jawaban dihasilkan dari diskusi secara berpasangan karena setiap peserta (guru) memiliki pengalaman mengajar yang berbeda kendati konten dan substansi serta bahan pengajaran relatif sama, yakni tentang kohesi dan koherensi.

Lembar Kerja 2.4.

Presentasi hasil pemahaman Kegiatan Pembelajaran (KP) 2 dan hasil kerja LK sebelumnya untuk dibahas bersama

Worksheet 3.1. (Reading Materials)

Jawaban bisa dicari dengan cara berdiskusi dan bertukar pandangan antarpeserta (guru).

Worksheet 3.2. (Exercise for Whilst-Reading)

Jawaban bisa dicari dengan cara berdiskusi dan bertukar pandangan antarpeserta (guru).

Worksheet 3.3. (Authority of the writer)

Jawaban bisa diperoleh dari hasil diskusi dan tukar pendapat antarpeserta (guru).

Worksheet 3.4. (Logic of the writer's argument)

Jawaban bisa dicari dengan cara berdiskusi dan bertukar pandangan antarpeserta (guru).

Worksheet 3.5. (Writer's ways of getting your interest)

Jawaban bisa diperoleh dari hasil diskusi dan tukar pendapat antarpeserta (guru).

Lembar Kerja 3.6.

Pembentangan (presentasi) hasil diskusi dan pemahaman Kegiatan Pembelajaran (KP) 3 dan hasil kerja LK sebelumnya.

Lembar Kerja 4.1 (Film review)

No	Jawaban			
	Teks 1	Teks 2	Teks 3	Teks 4
1	A	B	D	B

2	E	D	B	A
3	D	A	C	A
4	D		C	C
5	B			
6	A			
7	B			
8	E			

Lembar Kerja 4.2.

Presentasi hasil pemahaman terhadap Kegiatan Pembelajaran (KP) 4 dan hasil kerja LK sebelumnya untuk dikaji bersama

Evaluasi

1. In the relation below, alternative ideas are offered.
   a. replacement
   b. restatement
   c. comparison
   d. contrast

2. In the following relation, two ideas may be considered to be similar.
   a. replacement
   b. addition
   c. comparison
   d. restatement

3. A previously mentioned idea is repeated by rewording it.
   a. replacement
   b. addition
   c. comparison
   d. restatement

4. The following relation suggests the kinds of circumstances under which something happens or is done.
   a. cause
   b. time
   c. place
   d. condition

5. This type of modality is used to indicate general truth, possibility, permission, ability, prediction, request, offers and guess.
   a. may
   b. can
   c. could
   d. should

6. The following modality is used to ask for permission in more formal and polite manner.
   a. may
   b. can
   c. could
   d. would

7. To refer to things in the future that we think they are certain, the following modality is used.
   a. would
   b. will
   c. shall
   d. could

8. The following expression is used when agreeing with a suggestion someone has made.
   a. You are right.
   b. Absolutely.
   c. I guess so.
   d. Why not?

9. This expression is used as polite ways of saying that you do not really agree with someone.
   a. Of course not.
   b. I don't know.
   c. Are you kidding?
   d. Don't make me laugh.

10. It refers to the degree to which sentences (or even different parts of one sentence) are connected so that the flow of ideas is easy to follow.
    a. coherence
    b. cohesion
    c. exposition
    d. description

11. It is based more on the logic of the ideas and how they are presented rather than on the language that is used to express these ideas.
    a. coherence
    b. cohesion
    c. exposition
    d. description

12. It is to persuade the reader or listener that something should or shouldn't be the case.
    a. discussion text
    b. news item text
    c. hortatory exposition
    d. descriptive text

13. Scanning the piece to get an idea of what it is about and what the main argument is, including reading an introduction if there is one, or the subheadings.
    a. pre-reading
    b. whilst-reading
    c. post-reading
    d. responding to the text

14. Looking over your annotations to get an overall idea of the text and choosing to write a summary to solidify your understanding.
    a. pre-reading
    b. whilst-reading
    c. post-reading
    d. responding to the text

15. Keeping a running dialogue with the author through annotation by recording your thoughts, ideas and questions.
    a. pre-reading
    b. whilst-reading
    c. post-reading
    d. responding to the text

16. Teks yang menghadirkan ulasan, kritik, analisis, evaluasi, dan penilaian untuk menentukan kualitas suatu karya.
    a. teks deskriptif
    b. teks review
    c. teks naratif
    d. teks recount

17. Menempatkan karya dalam konteks umum atau khusus, biasanya dengan membandingkannya dengan karya lain yang sejenis atau melalui analogi objek yang bukan karya seni.
    a. interpretative recount
    b. evaluation
    c. orientation
    d. evaluative summation

18. Penulis teks menyajikan beberapa hal yang berkaitan dengan sejarah, latar belakang, situasi, dan kondisi atau kronologi hingga cara penciptaan suatu karya.
    a. interpretative recount
    b. evaluation
    c. orientation
    d. evaluative summation

19. Peserta didik diminta membandingkan berbagai teks secara berkelompok.
    a. menanya
    b. mengasosiasi
    c. mengamati
    d. mengomunikasikan

20. Peserta didik diminta menyusun sebuah teks tulis berdasarkan struktur dan unsur kebahasaannya.
    a. menanya
    b. mengasosiasi
    c. mengamati
    d. mengomunikasikan

Penutup

Kami ucapkan selamat, Anda telah selesai membaca dan memahami modul *Critical Text Analysis* ini. Semoga pengetahuan dan keterampilan yang didapat dari konten materi ini bisa dipraktikkan dalam pembelajaran di kelas. Tentu, materi-materi kompetensi profesional pada kelompok Kompetensi J ini diharapkan dapat dimanfaatkan oleh guru sebagai sarana peningkatan mutu. Bagaimanapun, dibutuhkan keseriusan dan keaktifan untuk dapat menyelesaikan modul ini hingga akhir.

Kami menyadari bahwa modul ini masih memiliki banyak kekurangan. Untuk itu, kami mengharapkan saran dan kritik Anda demi perbaikan modul di masa yang akan datang.

Daftar Pustaka Rujukan

Rujukan Buku

Brown, K & Hood, S. 1998. *Writing Matter*. Cambridge: Cambridge University Press.

Butt, David et all. 2000. *Using Functional Grammar.* Sydney: National Centre for English Language Teaching and Research.

Harmer, Jeremy. 2000. *The Practice of English Language Teaching.* Harlow: PEARSON Longman.

Harmer, Jeremy. 2004. *How to teach Writing*. Harlow: PEARSON Longman.

Littlejohn, A. 2005.*Writing 4: Student's Book.* Yogyakarta: Kanisius.

Raimes, Ann. 1983. Anguish as a second language? Remedies for composition teachers. In Freedman, A., Pringle, I., and Yalden, J. (Eds.), *Learning to write: First language/second language.*Longman.

Rajan, BR, Jacobs, GM & Inn, LW.2005.*English in Focus.* Singapore: Pearson

Raison, G et al. 2004.*Writing Resource Book.* Western Australia: Rigby.

Thornbury Scott. 2006. *How to Teach Grammar*. Harlow: Longman

Rujukan Laman (web)

http://www.macmillandictionaryblog.com/life-skills-tip-of-the-week-ways-of-expressing-agreement-or-disagreement

http://www.kaplaninternational.com/blog/how-to-agree-and-disagree-in-english/

http://papyr.com/hypertextbooks/comp1/coherent.htm

http://twp.duke.edu/uploads/media_items/cohesion-coherence.original.pdf

http://web.calstatela.edu/faculty/jgarret/paragraphs.htm
https://www.swinburneonline.edu.au/sites/www.swinburneonline.edu.au/files/pdf_documents/sample_critical_review.pdf

https://www.esc.edu/online-writing-center/resources/critical-reading-writing/general-reading/interpreting-texts-asking-questions
http://unilearning.uow.edu.au/reading/2c.html
http://www.belajarbahasainggris.us

Glosarium

Istilah	Penjelasan
Logical connector/ conjunction	Kata hubung yang mengaitkan dua ide atau lebih dalam suatu hubungan tertentu
Replacement connector	Kata hubung yang menandai digantikannya satu ide dengan ide lainnya
Exemplification connector	Kata hubung yang menandai diberikannya suatu contoh
Restatement connector	Kata hubung yang menandai pengulangan ide awal
Modality	Kata bantu penentu
Coherency	Kondisi rangkaian kalimat yang koheren dalam satu ide tertentu
Cohesiveness	Kondisi rangkaian kalimat yang kohesif dalam penghubungannya
Discussion	Jenis teks yang mendiskusikan pro dan kontra suatu masalah
News item	Jenis teks yang berupa berita
Hortatory exposition	Jenis teks yang memaparkan suatu pendapat
Critical Reading	Kajian membaca kritis
Non-critical reader	Pembaca yang membaca apa adanya
Critical reader	Pembaca yang mengkritisi bacaannya

MODUL PENGEMBANGAN KEPROFESIAN BERKELANJUTAN

J

Kelompok Kompetensi

MATA PELAJARAN BAHASA INGGRIS

Sekolah Menengah Pertama (SMP)

TERINTEGRASI PENGUATAN PENDIDIKAN KARAKTER DAN PENGEMBANGAN SOAL