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PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH  
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# Modul Pembelajaran SMA Bahasa Inggris



KELAS  
X



**NICE TO MEET YOU  
BAHASA INGGRIS KELAS X**

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## DAFTAR ISI

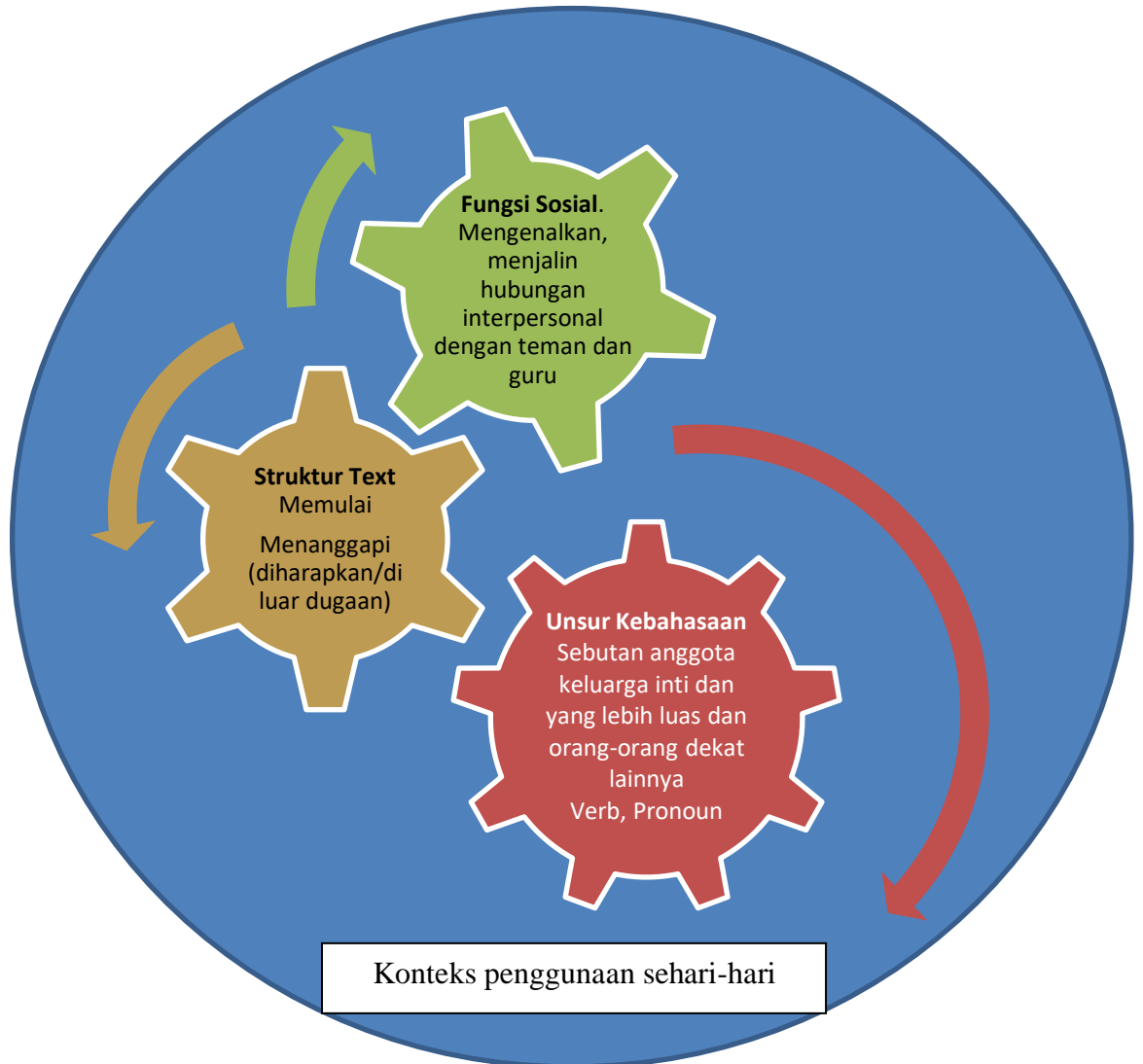
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## GLOSARIUM

|                     |   |   |
|---------------------|---|---|
| Subject Pronoun     | : | Kata ganti subjek mengganti subjek dari sebuah klausa                               |
| Object Pronoun      | : | Kata ganti objek digunakan untuk mengganti kata benda yang merupakan objek langsung |
| Possesive Adjective | : | kata sifat kepemilikan  |
| Possesive Pronoun   | : | Kata ganti kepemilikan  |

## PETA KONSEP

Tindakan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga



## PENDAHULUAN

### A. Identitas Modul

|                |   |                     |
|----------------|---|---------------------|
| Mata Pelajaran | : | Bahasa Inggris      |
| Kelas          | : | X / 1               |
| Alokasi Waktu  | : | 2 x 2 Jam Pelajaran |
| Judul Modul    | : | Nice to meet you    |

### B. Kompetensi Dasar

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

### C. Deskripsi Singkat Materi

Hello. Welcome to Grade X of Senior High School. Bagaimana perasaan kalian setelah menjadi siswa SMA? Semoga kalian dalam kondisi yang baik dan makin bersemangat untuk belajar Bahasa Inggris di kelas X ini. Materi mata pelajaran Bahasa Inggris kelas X ini dimulai dengan tindakan memberi dan meminta informasi terkait jati diri dan keluarga.

Kita semua pasti pernah berada di dalam lingkungan yang belum pernah kita kenal sebelumnya, contohnya ketika berada di sekolah baru, kelas baru, atau lingkungan tetangga yang baru. Di dalam situasi itu, tentunya kita harus bersosialisasi dengan orang lain yang berada di sekitar kita yang belum kita kenal sebelumnya. Pastilah dalam membuka sebuah relasi atau hubungan dengan orang lain yang belum kita kenal, kita harus memperkenalkan diri sendiri terlebih dahulu. Hal ini dimaksudkan agar proses komunikasi bisa terjalin satu sama lain dan tentunya akan dapat mengenal orang-orang baru di sekitar kita. Apa yang biasanya kita lakukan jika menemui orang yang belum pernah kita kenal sebelumnya? Apa yang harusnya kita ucapkan jika ingin berkenalan dengan orang-orang yang baru di lingkungan kita?

Mengapa berkenalan itu sangat penting? Karena dengan berkenalan, kita bisa menunjukkan kemampuan kita bertemu dengan orang baru dengan percaya diri. Selain itu, berkenalan akan membuat orang lain merasa nyaman dan memberikan kesan yang baik. Kamu harus tahu cara memperkenalkan diri agar dapat mencairkan suasana ketika bertemu orang lain.

### D. Petunjuk Penggunaan Modul

Pada modul ini kalian akan diajak berlatih untuk mampu meminta dan memberi informasi terkait tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. Perhatikan petunjuk penggunaan modul sebagai berikut:

1. Modul ini dapat kalian pelajari secara mandiri atau kelompok, baik di sekolah maupun diluar sekolah.
2. Pelajarilah modul ini dengan membaca, dan mengamati contoh-contoh yang telah disediakan.

3. Kalian juga bisa belajar dengan cara diskusi, dan tanya jawab dengan teman kalian atau membentuk kelompok diskusi yang efektif.
4. Kerjakan latihan-latihan dan evaluasi yang ada pada modul ini.
5. Pelajari sumber-sumber belajar lainnya seperti melalui video atau situs internet tentang pembelajaran atau latihan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. Jika ada kendala dan kalian mengalami kesulitan, diskusikan kembali dengan teman kalian dan jika masih belum mendapatkan jawaban yang kurang memuaskan tanyakan kepada guru atau pakar lainnya.

## E. Materi Pembelajaran

Modul ini terbagi menjadi 2 kegiatan pembelajaran dan di dalamnya terdapat uraian materi, contoh soal, soal latihan dan soal evaluasi. Materi pembelajaran pada modul ini adalah mengenai tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga dengan rincian kegiatan pembelajaran sebagai berikut:

1. Kegiatan Pembelajaran 1 : fungsi sosial, struktur teks dan unsur kebahasaan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga.
2. Kegiatan Pembelajaran 2 : tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga dengan memperhatikan unsur kebahasaan pronoun: subjective, objective, possessive



Gambar 1

<https://www.dreamstime.com/illustration/introducing.html>



## KEGIATAN PEMBELAJARAN 1

### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 1 ini peserta didik diharapkan dapat:

1. mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkait dengan jati diri, dan hubungan keluarga sesuai dengan konteks penggunaan.
2. meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks yang tepat sesuai konteks penggunaan.
3. melakukan interaksi dengan tepat menggunakan ungkapan dan pernyataan berkaitan dengan tindakan memberi dan meminta informasi terkait tentang jati diri dan hubungan keluarga sesuai dengan konteks waktu yang tepat.

### B. Uraian Materi

#### Practice 1

Let's practice the dialogue.

Read the following dialogues and practice the dialogues with your friend!

#### Dialogue 1



Gambar 2

<https://www.shutterstock.com/image-vector/illustration-little-boys-shaking-hands-528169735>



## Dialogue 2



Gambar 3

<https://clipartstation.com/two-young-business-man-shaking-hands-isolated-on-white/>

Apakah kalian bisa memahami kedua dialog diatas? Dapatkah kalian identifikasi ungkapan yang digunakan dalam kedua dialog tersebut? Great. You are the best student.

### Practice 2

**Read the following letter carefully and pay attention to the expression of introducing yourself!**

Hi Liam,

How are you? My name's Juan and I'm from Rio de Janeiro in Brazil. I'm eleven years old. How old are you?

I'm tall, I've got black hair and brown eyes. I've got one sister and two brothers.

I've got a dog called Pedro. Have you got any pets? I like football, beach volleyball and music. What do you like?

I speak Portuguese (the language in Brazil) and English. What languages do you speak?

It's sunny and hot in Rio. What's the weather like where you live in Canada?

Please write soon.

Best wishes,  
Juan

Gambar 4

[learnenglishkids.britishcouncil.org](http://learnenglishkids.britishcouncil.org)

Berdasarkan surat tadi, dapatkah kalian identifikasi tindakan memberi dan meminta informasi terkait jati diri dan keluarga? Great. Supaya kalian semakin faham, berikut ini adalah penjabaran tentang ungkapan Tindakan memberi dan meminta informasi terkait jati diri dan keluarga.

**1. Fungsi Sosial:**

Fungsi sosial dari ungkapan memperkenalkan diri adalah agar masyarakat atau orang sekitar kita mengetahui jati diri kita.

**2. Struktur teks**

a) Opening

Hi, hello, hey

b) Content

**Asking and Responding expressions**

**Asking**

What's your name?

What's his/her name?

How old are you?

Where do you come from?

Who is your favorite figure?

c) Pre closing

I must go, I have to go, it's time to go, nice to meet you, good to see you, pleased to meet you

d) Closing

See you, good bye, bye, I'll see you then, thank you for your attention

**Responding**

My name's ...

His/her name is ...

I'm 17 years old

I come from Canada

He's/She's ...



**3. Unsur Kebahasaan**

a) Introducing Myself

| Formal Introduction  | Responses   |
|--|---|
| <ul style="list-style-type: none"> <li>• Good morning. My name is.....</li> <li>• Please, allow me to introduce myself. I am ...</li> <li>• May I introduce myself? I am .....</li> <li>• How do you do? My name is.....</li> <li>• I am Dewi / My name's Dewi</li> <li>• Let me introduce myself</li> <li>• Hi, I'm Baskara.</li> <li>• Hello, my name's Baskara.</li> <li>• Good evening. My name is Baskara.</li> <li>• May I introduce myself? I'm Baskara.</li> <li>• Let me introduce myself. My name is Baskara.</li> </ul> | <ul style="list-style-type: none"> <li>• Good morning, how do you do?</li> <li>• How do you do, nice to meet you?</li> <li>• Oh, hello, nice to meet you</li> <li>• I am ...../ my name's .....</li> <li>• Hi /Hello Mr .....</li> <li>• Hi, I'm Renata. Glad to meet you.</li> <li>• Hello. My name's Renata. Pleased to meet you.</li> <li>• Good evening. I'm Renata. How do you do?</li> <li>• How do you do? My name is Rena. Nice to meet you.</li> </ul> |

Formal introduction is used when you introduce yourself to someone older or higher position job or when you are at the formal meeting.

b) Introducing Myself

| Informal introduction  | Responses  |
|--|--|
| <ul style="list-style-type: none"> <li>• Hello, I am.....Nice to meet you</li> <li>• Hi, I am.....Nice to meet you</li> <li>• Excuse me. I am .... what's your name?</li> <li>• Hi, what's your name ....</li> </ul> | <ul style="list-style-type: none"> <li>• Hi, I am ..... Nice to meet you</li> <li>• Hello, I am ..... Nice to meet you</li> <li>• I am .....</li> <li>• Hello. I am .... / My name's ....</li> </ul> |

Informal introduction is used when you introduce yourself to someone at about the same age with you. Informal introduction is used in an informal situation.

c) Introducing Others

| Formal   | Responses   |
|--|---|
| <ul style="list-style-type: none"> <li>• Good morning, may I introduce our guest here,</li> <li>• His name is...</li> <li>• Mr. ....this is ....my friend in this office.</li> <li>• I 'd like to introduce you to Mr. Sandy</li> <li>• Dewi, let me introduce you to ....</li> <li>• Shifa, may I introduce you to ....</li> <li>• Mr. Alax, allow me introduce you to Miss ...</li> </ul>  | <ul style="list-style-type: none"> <li>• How do you Mr./Mrs. ...nice to meet you.</li> <li>• My name is .....</li> </ul>  |
| Informal   | Responses   |
| <ul style="list-style-type: none"> <li>• Let me introduce my friend, her name is Ana.</li> <li>• Anna this is Chris my friend here.</li> <li>• Rini, this is Andy, Edi and Topan</li> <li>• Oh ... Dewi, I d like you to meet ....</li> <li>• By the way, do you know each other?</li> <li>• Do you know Baskara?</li> <li>• Have you met Baskara?</li> <li>• This is a friend of mine, Renata.</li> <li>• Baska this is Rena, my friend.</li> <li>• May I introduce our new member, Mr. Rafael Romero?</li> <li>• Please allow me to introduce our new District Manager.</li> <li>• Let me introduce you to Mr. Iskandar our Marketing Manager. Mr. Iskandar, this is Mr. Hermawan from Borneo Plantation Company.</li> </ul> | <ul style="list-style-type: none"> <li>• Hello Anna, glad to meet you.</li> <li>• Hello Oky, I am Bara.</li> <li>• Glad to see you</li> <li>• How do you do nice to meet/see you</li> <li>• No, I don't think so.</li> <li>• No, I haven't.</li> <li>• Hi, glad to meet you. I'm Renata.</li> <li>• Hello, Renata. Pleased to meet you.</li> <li>• I'm glad to know you.</li> <li>• It's nice to meet you.</li> <li>• How do you do?</li> <li>• How do you do? It's very nice to meet you.</li> </ul> |

### Contoh Introducing ourself

Good morning all, allow me to introduce myself in. My name is Anggita Pridani. I was born in Jakarta on April 13 1998. I now live in Bandung Right now I stayed at my grandma's house. Now allow me to introduce myself further. I like travelling, and small things like reading, watching, and spent my free time by doing nothing. Okay now about me and my family, I am the second child in my family. I have a little sister, and she is an elementary student. My father is a teacher which is named Arifin Surya. While my mother is a housewife. I love my family more than anything. Well that's my introduction this time. Pleased to meet you.

### Contoh Introducing Others (family and other people)

Hi, class! Let me introduce my cousin. His name is Tom Walker. His nick name is Walker. He was born in Seattle, 16 April 2005. He is here, because his father became an ambassador in Indonesia. His hobby is reading scientific book and swimming. His favorite food is fried chicken. His favorite drinks is fresh water. He want to be an army. His favorite film is adventuring. His Favorite song is Californication. I think, that's enough. If you have questions about him, he will answer happily. Thank you!

Itulah konsep mengenai tindakan memberi dan meminta informasi terkait jati diri dan keluarga yang harus kalian fahami. Bagaimana mudah bukan? Latihlah ungkapan-ungkapan tersebut dengan teman kalian agar kalian dapat memiliki kemampuan berbicara Bahasa Inggris dengan baik.

## C. Rangkuman

Untuk mempermudah kalian mengingat akan ungkapan-ungkapan tindakan memberi dan meminta informasi terkait jati diri dan keluarga, berikut ini adalah ringkasan dari materi yang telah kita bahas.

Fungsi social dari ungkapan memperkenalkan diri adalah agar orang lain mengenal tentang diri kita dan keluarga.

Ungkapan yang lazim digunakan untuk memperkenalkan diri:

- *Let me introduce myself, my name is ...*
- *I would like to introduce myself. I am ...*
- *Allow me to introduce myself I am ...*
- *I want to introduce myself. My name is/I am ...*
- *Good morning/afternoon/evening, my name is ...*
- *Hello/Hi everybody. I am ...*
- *I like ... (hobbies)*
- *My favourite ... (color, food, drink, subject, etc)*



Ungkapan yang umum digunakan untuk memperkenalkan orang lain:

- - *I would like to introduce you to ...*
- - *Let me introduce you to ...*
- - *I would like you to meet...*
- - *I want to introduce you to...*
- - *Hi Erna, This is Soni, Soni, this is Erna.*
- - *I have two brothers, they are ...*
- - *My father is a ...*
- - *My mother works as ...*

Respons ungkapan memperkenalkan diri/orang lain :

- *Good morning, how do you do?*
- *How do you do, nice to meet you?*
- *Oh, hello, nice to meet you*
- *I am .... / my name's .....*
- *Hi /Hello Mr ... .*
- *Hi, I'm.... Glad to meet you.*

Structure of the text (Struktur teks) memperkenalkan diri/orang lain adalah:

- *Opening*
- *Content*
- *Pre closing*
- *Closing*

Semoga kalian semakin faham ya tentang bagaimana cara memperkenalkan diri atau memperkenalkan orang lain. Teruslah berlatih agar kalian makin terbiasa menggunakan Bahasa Inggris.

#### **D. Penugasan Mandiri**

Untuk tugas mandiri, carilah referensi mengenai ungkapan tindakan memperkenalkan diri atau oranglain dari berbagai sumber agar kalian lebih memperkaya pengetahuan dan keterampilan kalian.

Latihlah mengungkapkan ungkapan itu secara lisan dengan memperhatikan pelafalan kata dan intonasi nya. Latihlah secara berulang-ulang agar kalian lebih fasih dalam berbicara dalam Bahasa Inggris.

## E. Latihan Soal

### Practice 1

Fill in the following blanks with information about yourself. You can pick some information from the boxes.

#### Let me introduce myself

- Hi, my name's .....
- I'm from ..... (country)
- I live in ..... (city)
- I'm ..... years old.
- My birthday is on .....
- I'm a student at .....
- My favorite subject is .....
- My favorite sport is .....
- There are .... people in my family.
- They are .....
- My father is a ..... and my mother a .....
- I would like to be a ..... because .....
- My hobby is .....
- In my free time, I also like .....
- I don't like .....
- My favorite food is .....
- My favorite drink is .....
- My favorite day of the week is ..... because .....
- My favorite month is ..... because .....
- My favorite singer (or band) is .....
- I like ..... (movies).
- My favorite place is ..... I like it because .....
- The most beautiful place in my country is .....
- I study English because .....

#### Months

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December

#### School subjects

Geometry and Trigonometry  
English  
Reading, Oral and Written Expression  
Physical Education  
Chemistry  
Clubs  
Tutorial

#### Hobbies - Free time activities

- reading, painting, drawing
- playing computer games
- surfing the Internet
- collecting stamps/coins/...
- going to the cinema
- playing with friends
- playing with my dog
- going to the park/beach/...
- listening to music
- shopping, singing, dancing
- travelling, camping, hiking



#### Because...

- ... I like it a lot.
- ... I think it's important.
- ... there are many things to see and do.
- ... I have to.
- ... I can relax there.
- ... it's relaxing/popular/nice/...
- ... it's the last day of the week.
- ... I'm good at English/maths/...

#### Movies

action movie  
comedy  
romantic comedy  
horror movie  
sci-fi movie  
war movie  
thriller  
animated cartoons

#### Jobs

|               |              |                 |
|---------------|--------------|-----------------|
| teacher       | policeman    | doctor          |
| nurse         | builder      | architect       |
| civil servant | engineer     | social worker   |
| secretary     | businessman  | shop assistant  |
| manager       | fire fighter | shopkeeper      |
| cleaner       | postman      | waiter/waitress |

Gambar 5

Sumber : <https://www.eslbuzz.com/introduce-yourself-in-english/>

### Practice 2

#### Let's Speak Up

After you have finished completing Practice 1, try to read it aloud in front of your friend. Don't forget to use the Text Structure of Introduction that you have learned before. Pay attention to pronunciation and intonation.

### Practice 3

#### Let's Talk

**Complete the following dialogue and practice it with with your friends.**

Situation : You are going to introduce a new neighbour, Alya, to your friend, Kinar. Ask and give information related to hobby and favourite subject at school.



You : Hi, Kinar. I want to introduce our new neighbour. Her name is Alya.  
Kinar : .....  
Alya : .....  
Kinar : .....  
Alya : .....  
Kinar : .....  
Alya : .....  
You : Let's play in the field. It is a bright day.  
Kinar and Alya : Let's go.

### Practice 4

#### Choose the best answer to the questions!

1. Annia : "Linda, May I introduce you to sister?. Everybody, this is Linda"  
From the expression above, we know that Annia wants to ... .  
A. introduce herself  
B. introduce others  
C. greet other people  
D. say goodbye in an event  
E. congratulate someone
2. Jane wants to introduce Jack to her sister.  
Jane : Jack, this is my sister Mona, and Mona this is Jack.  
Jack : Nice to meet you.  
Mona : Nice to meet you, too.  
Jane : Mona, Jack likes watching movie. I think both of you have the same hobby.  
Mona : Really? We should go to the movies together sometimes.  
Who have the same hobby?  
A. Jane and Jack  
B. Jane and Mona  
C. Jack and Mona  
D. No one  
E. All speakers



3. Tata is a new member of Teratai English Club. She introduced herself  
 Tata : Ladies and gentlemen ...  
 A. Allow me to introduce myself.  
 B. I am happy to meet you.  
 C. Let me introduce you to the audiences.  
 D. May I introduce you to the audiences.  
 E. Nice to meet you too.
4. Joko : Sri, ...  
 Sri : I am delighted to meet you.  
 Santo : I am delighted to meet you, too.  
 A. Santo is my friend  
 B. Santo wants to meet you  
 C. Don't you know Santo is my friend  
 D. Please introduce yourself  
 E. I would like you to meet my friend, Santo.
5. Ladies and gentlemen, I'd like to introduce my self. ... I am an English Teacher.  
 A. I am Nunu.  
 B. I want you to call me Nunu.  
 C. Call me Nunu.  
 D. Nunu is good name, isn't it.  
 E. Nunu is my friend.

## F. Penilaian Diri

Isilah tabel penilaian diri berikut ini sesuai dengan kondisi sebenarnya!

| No | Pernyataan  | SS | S | TS | STS |
|----|---|----|---|----|-----|
| 1  | Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.   |    |   |    |     |
| 2  | Saya belajar menggunakan modul ini secara terjadwal   |    |   |    |     |
| 3  | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain   |    |   |    |     |
| 4  | Saya sudah memahami ungkapan Tindakan memberi dan meminta informasi terkait jati diri dan keluarga (Introducing myself and others)  |    |   |    |     |
| 5  | Saya dapat mengungkapkan kalimat pertanyaan dan pernyataan menggunakan ungkapan Tindakan memberi dan meminta informasi terkait jati diri dan keluarga (Introducing myself and others) |    |   |    |     |

- SS : Sangat Setuju  
 S : Setuju  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

## KEGIATAN PEMBELAJARAN 2

### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 2 ini peserta didik diharapkan dapat:

- mengidentifikasi penggunaan unsur kebahasaan pronoun: subjective, objective dalam teks interaksi transaksional lisan dan tulis yang terkait dengan jati diri, dan hubungan keluarga sesuai dengan konteks penggunaan.
- menyusun teks interaksi transaksional lisan dan tulis yang terkait dengan jati diri, dan hubungan keluarga sesuai dengan konteks penggunaan.

### B. Uraian Materi

Selamat datang di kegiatan pembelajaran 2. Pada kegiatan ini, kita masih akan membahas tentang Tindakan meminta dan memberi informasi terkait jati diri dan keluarga (perkenalan diri dan orang lain). Untuk lebih memahami tentang ungkapan ini, ada salah satu unsur kebahasaan yang digunakan yaitu Pronouns. Untuk lebih memahami tentang penggunaan Pronouns dalam ungkapan perkenalan diri atau oranglain, bacalah dialog dibawah ini.

**Read the following introduction, and focus on the underlined words!**

- Stacey : *I don't think we have met. I am Stacey. (hold out hand to shake)*  
Carl : *Hi Stacey. I'm Carl.*  
Stacey : *Hi Carl. So, how do you know Jane?*  
Carl : *Oh, Jane and I used to work together at a coffee shop.*  
Stacey : *Oh, you mean when you were working in Japan?*  
Carl : *That's right. And how do you know her?*  
Stacey : *Actually, Jane is my cousin. Our moms are sisters.*  
Carl : *No way! You two don't look anything alike.*

Penggunaan pronouns dalam memperkenalkan diri dan kegiatan komunikasi lainnya adalah untuk menghindari adanya pengulangan kata. Pronoun adalah sebuah kata yang menggantikan sebuah kata benda, seperti I, you, me, it, they, we, she, him, us.

*Alia wants to have many pen pals because **she** likes making friends. **Her** pen pals come from many parts of the world. Caroline introduces **her** to Hannah. Now Hannah becomes Alia's pen pals. Hannah likes **her** a lot.*

Ada beberapa jenis Pronoun, yaitu: subjective, objective, possessive adjectives, and possessive pronouns. Untuk lebih jelasnya, perhatikanlah table dibawah ini:

| Subject Pronoun | Object Pronoun | Possessive Adjective | Possessive Pronoun |
|-----------------|----------------|----------------------|--------------------|
| I               | Me             | My                   | Mine               |
| You             | You            | Your                 | Yours              |
| He              | Him            | His                  | His                |
| She             | Her            | Her                  | Hers               |
| It              | It             | Its                  | Its                |
| We              | Us             | Our                  | Ours               |
| You             | You            | Your                 | Yours              |
| They            | Them           | Their                | Theirs             |

Gambar 6

<https://medium.com/@lolibailey/personal-pronouns-72461fead3a7>

### 1. Subject Pronoun

Kata ganti subjek mengganti subjek dari sebuah klausa. Dalam bentuk orang ketiga, kata ganti subjek sering digunakan untuk menghindari pengulangan nama subjek.

Contoh:

*I am 16.*

*You seem lost.*

*Jim is angry, and he wants Sally to apologize.*

*This table is old. It needs to be repainted.*

*We aren't coming.*

*They don't like pancakes.*

### 2. Object Pronoun

Kata ganti objek digunakan untuk mengganti kata benda yang merupakan objek langsung atau tidak langsung dari sebuah klausa.

Contoh:

*Give the book to me.*

*The teacher wants to talk to you.*

*Jake is hurt because Bill hit him.*

*Rachid recieved a letter from her last week.*

*Mark can't find it.*

*Don't be angry with us.*

*Tell them to hurry up!*



### 3. Possessive Adjective/Determiner

Kata sifat kepemilikan bukanlah kata ganti, melainkan kata sandang. Namun, kita sebaiknya mempelajari kata sifat kepemilikan saat mempelajari kata ganti karena mirip dengan kata ganti kepemilikan. Kata sifat kepemilikan berfungsi sebagai kata sifat dan diletakkan sebelum kata benda yang dimodifikasi. Kata-kata ini tidak mengganti kata benda seperti kata ganti.

Contoh:

*Did mother find my shoes?*

*Mrs. Baker wants to see your homework.*

*Can Jake bring over his baseball cards?*

*Samantha will fix her bike tomorrow.*

*The cat broke its leg.*

*This is our house.*

*Where is their school?*



### 4. Possessive Pronoun

Kata ganti kepemilikan mengganti kata benda sebagai subjek atau objek dari sebuah klausa. Karena kata benda yang digantikan tidak muncul di dalam kalimat, kata benda itu harus jelas diketahui dari konteks.

Contoh:

*This bag is mine.*

*Yours is not blue.*

*That bag looks like his.*

*These shoes are not hers.*

*That car is ours.*

*Theirs is parked in the garage.*

Bagaimana menurut kalian? Apakah kalian sudah memahami penggunaan Pronouns dalam ungkapan memperkenalkan diri dan oranglain? Great. You are the best student.

## C. Rangkuman

Untuk memahami penggunaan ungkapan memperkenalkan diri dan orang lain, kalian harus memperhatikan salah satu unsur Bahasa yang digunakan yaitu pronouns. *Pronoun* merupakan salah satu unsur dalam *part of speech* yang berfungsi sebagai kata ganti benda. Walaupun disebut kata ganti benda, kata yang digantikan ini bisa berupa orang, hewan, ataupun benda. Tidak hanya itu, *pronoun* itu penting adanya guna menghindari pengulangan kata di sebuah kalimat.

Ada 4 jenis Pronoun yang dipelajari dalam kegiatan pembelajaran 2 ini yaitu:

#### 1. Subject Pronoun

Kata ganti subjek mengganti subjek dari sebuah klausa. Dalam bentuk orang ketiga, kata ganti subjek sering digunakan untuk menghindari pengulangan nama subjek. Yang termasuk didalamnya yaitu: I, you, we, they, he, she, it.

#### 2. Object Pronoun

Kata ganti objek digunakan untuk mengganti kata benda yang merupakan objek langsung atau tidak langsung dari sebuah klausa. Yang termasuk didalamnya yaitu: me, you, us, them, him, her, it.

### 3. Possessive Adjective/Determiner

Kata sifat kepemilikan bukanlah kata ganti, melainkan kata sandang. Namun, kita sebaiknya mempelajari kata sifat kepemilikan saat mempelajari kata ganti karena mirip dengan kata ganti kepemilikan. Kata sifat kepemilikan berfungsi sebagai kata sifat dan diletakkan sebelum kata benda yang dimodifikasi. Kata-kata ini tidak mengganti kata benda seperti kata ganti. Yang termasuk didalamnya yaitu: my, your, our, their, her, his, it.

### 4. Possessive Pronoun

Kata ganti kepemilikan mengganti kata benda sebagai subjek atau objek dari sebuah klausa. Karena kata benda yang diganti tidak muncul di dalam kalimat, kata benda itu harus jelas diketahui dari konteks. Yang termasuk didalamnya yaitu: Mine, yours, ours, theirs, hers, his, dan its.

## D. Penugasan Mandiri

Untuk tugas mandiri, carilah referensi mengenai penggunaan unsur kebahasaan Pronouns dalam ungkapan tindakan memperkenalkan diri atau konteks penggunaan lainnya dari berbagai sumber agar kalian lebih memperkaya pengetahuan dan keterampilan kalian.

Latihlah menggunakan pronouns dengan membuat kalimat-kalimat perkenalan diri dan latihlah cara mengucapkan kalimat-kalimat tersebut. Kalian pasti akan lebih baik dalam keterampilan menulis dan berbicara.

## E. Latihan Soal

### Practice 1

Use correct subject pronouns. See the words in brackets.

Example: \_\_\_ often reads books. (Lisa)

Answer: She often reads books.

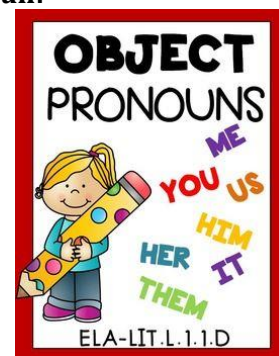
- 1) \_\_\_ is dreaming. (George)
- 2) \_\_\_ is green. (the blackboard)
- 3) \_\_\_ are on the wall. (the posters)
- 4) \_\_\_ is running. (the dog)
- 5) \_\_\_ are watching TV. (my mother and I)
- 6) \_\_\_ are in the garden. (the flowers)
- 7) \_\_\_ is riding his bike. (Tom)
- 8) \_\_\_ is from Bristol. (Victoria)
- 9) \_\_\_ has got a brother. (Diana)
- 10) \_\_\_ Have got a computer (Mandy and I)



### Practice 2

Change the underlined words into a correct object pronoun!

- 1) The teacher always gives the students homework.
- 2) I am reading the book to my little sister.
- 3) The boys like Sally.
- 4) My father is writing a letter to John.
- 5) I don't know the answer.
- 6) Sally is going to Anne
- 7) Open the window, please.
- 8) Can you tell the people the way to the airport, please?
- 9) The books are for Peter.
- 10) Can you help my brother and me, please?



**Practice 3**

**Fill the blanks with the correct possessive adjective!**

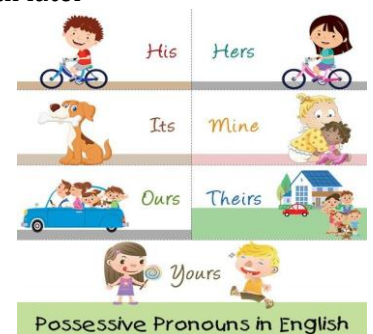
- 1) Joanie is (John and Nancy) \_\_\_\_ daughter.
- 2) Is this Jane’s dog? Yes it is \_\_\_\_ dog.
- 3) The dog is chasing \_\_\_\_ own tail.
- 4) Pedro and Isabel are Spanish. \_\_\_\_ family is from Spain.
- 5) Juan is not at school. \_\_\_\_ father took him to the doctor.
- 6) Beatriz is married. She showed us \_\_\_\_ ring today.
- 7) Jose and Maria are dancers. \_\_\_\_ older brother is a singer.
- 8) Pepe and I have an English class together. \_\_\_\_ teacher is Ms. Smith.
- 9) My family has a dog. \_\_\_\_ dog’s name is Lady.
- 10) The teacher told me not to bring \_\_\_\_ cell phone to school.



**Practice 4**

**Fill the blanks with the correct possessive pronouns!**

- 1) Jane has already eaten her lunch, but John saving ... until later
- 2) Siska’s mobile needs to be fixed, but ... is working.
- 3) I have a computer. That computer is ...
- 4) We gave them telephone number, and they gave us ...
- 5) My pencil is broken. Can I borrow ... ?
- 6) I have a dog. That dog is ...
- 7) She has a cat. That cat is ...
- 8) We have a car. That car is ...
- 9) They have a bike. That bike is ...
- 10) He has a key. That key is ...



**F. Penilaian Diri**

Isilah tabel penilaian diri berikut ini sesuai dengan kondisi sebenarnya!

| No | Pernyataan   | SS | S | TS | STS |
|----|--|----|---|----|-----|
| 1  | Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.  |    |   |    |     |
| 2  | Saya belajar menggunakan modul ini secara terjadwal  |    |   |    |     |
| 3  | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain  |    |   |    |     |
| 4  | Saya sudah memahami unsur kebahasaan Pronoun dalam ungkapan Tindakan memberi dan meminta informasi terkait jati diri dan keluarga (Intorducing myself and others)  |    |   |    |     |
| 5  | Saya dapat mengungkapkan kalimat pertanyaan dan pernyataan menggunakan unsur kebahasaan Pronoun dalam ungkapan Tindakan memberi dan meminta informasi terkait jati diri dan keluarga (Intorducing myself and others) |    |   |    |     |

- SS : Sangat Setuju      TS : Tidak Setuju  
 S : Setuju              STS : Sangat Tidak Setuju

## EVALUASI

**Read carefully and choose the correct answer between A, B, C, D, or E**

- Gita : Budi, I want you to meet someone. This is Mrs. Ina, my aunt.  
From the expression we know that Gita tries to ...
  - introduce herself.
  - greet someone.
  - leave a meeting.
  - introduce her family.
  - congratulate other.
- Deti : Hi everybody. I am Deti. I am a new secretary. Previously, I worked as a financial analyst and an assistant manager in another company.  
Pleased to meet you all.  
From the sentences, we know that Deti ...
  - was a secretary.
  - is a new employee.
  - has worked in this company before.
  - is introducing her friend.
  - was a general manager.
- ..., My name is Budi.  
Hello. I'm Asep. Pleased to meet you.
  - Do you know my name?
  - I don't think we have met
  - I'm very happy to meet you
  - Do you want to know me?
  - Do you love me?
- Mrs. Surya : How are you, Mr. Danu?  
Mrs. Danu : Fine thanks, ... Mrs. Surya.  
Mrs. Surya : Me, too.
  - Nice to meet you
  - Never mind
  - Can I help you?
  - See you then
  - Forgive me
- How do you do? It's nice to meet you. ...
  - Me too
  - I should be nice
  - Do you?
  - Am I nice
  - How do you do? Nice to meet you too.
- ... has just left ten minutes ago.
  - He
  - His
  - Him
  - Her
  - Hers
- My brother told me not to touch ... computer when he wasn't at home.
  - I
  - he
  - his
  - him
  - They



8. You shouldn't be angry with ... since you're the one who was curious.  
 A. Its  
 B. their  
 C. she  
 D. we  
 E. them
9. They have their own wood gas camp stove. Why are they using ... ?  
 A. her  
 B. ours  
 C. we  
 D. them  
 E. me
10. The manager gave ... no choice.  
 A. him  
 B. we  
 C. his  
 D. mine  
 E. their

**Lampiran**

**Kunci jawaban dan Pembahasan Latihan Soal Kegiatan Pembelajaran 1**

**Practice 1**

Jawaban disesuaikan dengan informasi masing masing siswa berdasarkan pertanyaan yang diminta.

**Practice 2**

Siswa membaca dengan keras (read aloud) hasil tugas Practice 1 dengan memperhatikan indikator sebagai berikut :

| Kriteria                   | Indikator    |
|----------------------------|--------------|
| Struktur Teks              | Tepat        |
|                            | Kurang Tepat |
|                            | Tidak Tepat  |
| Pengucapan (Pronunciation) | Baik         |
|                            | Kurang Baik  |
|                            | Tidak Baik   |
| Intonasi                   | Tepat        |
|                            | Kurang tepat |
|                            | Tidak Tepat  |

**Practice 3**

Kemungkinan jawaban yang diberikan:

Situation : You are going to introduce a new neighbour, Alya, to your friend, Kinar. Ask and give information related to hobby and favourite subject at school.

- You : Hi, Kinar. I want to introduce our new neighbour. Her name is Alya.  
 Kinar : Hi, Alya. I am Kinar. Nice to meet you  
 Alya : Nice to meet you too. What is your hobby?  
 Kinar : My hobby is reading a novel. What about you  
 Alya : My hobby is listening to music. How about favourite subject at school?  
 Kinar : I like math and English. And what is your favourite?  
 Alya : Well, we have something in common. I like English too.  
 You : Let's play in the field. It is a bright day.  
 Kinar and Alya : Let's go.

**Practice 4**

1. D  
Pembahasan : Kalimat dalam soal ‘Budi, I want you to meet someone. This is Mrs. Ina, my aunt.’ Adalah kalimat memperkenalkan orang lain/keluarga. maka jawabannya D (introduce her family)
2. C  
Pembahasan :. Didalam dialog , yang memiliki hobby yang sama diambil dari kalimat’ Mona, Jack likes watching movie. I think both of you have the same hobby.’ Maka jawabannya adalah C (Mona and Jack)
3. A  
Pembahasan : Dalam soal ada situasi bahwa Tata memperkenalkan dirinya maka jawabannya adalah A (Allow me to introduce myself)
4. E  
Pembahasan : Dalam soal ada 3 orang. Dengan 2 orang menjawab ‘pleased to meet you’. Maka Joko memperkenalkan seseorang kepada orang lain. Maka jawabannya E (I would like you to meet my friend, Santo.)
5. A  
Pembahasan : Pernyataan Nunu ‘I’d like to introduce my self. .... I am an English Teacher.’ Adalah memperkenalkan diri. Maka jawabannya adalah A (I am Nunu)

**Kunci jawaban dan Pembahasan Latihan Soal Kegiatan Pembelajaran 2**

Practice 1

| NO. | KEY  | NO. | KEY  |
|-----|------|-----|------|
| 1   | He   | 6   | They |
| 2   | It   | 7   | He   |
| 3   | They | 8   | She  |
| 4   | It   | 9   | She  |
| 5   | We   | 10  | We   |

Practice 2

| NO. | KEY  | NO. | KEY  |
|-----|------|-----|------|
| 1   | Them | 6   | Her  |
| 2   | It   | 7   | It   |
| 3   | It   | 8   | They |
| 4   | Him  | 9   | Her  |
| 5   | Her  | 10  | Us   |

Practice 3

| NO. | KEY   | NO. | KEY |
|-----|-------|-----|-----|
| 1   | Their | 6   | Her |
| 2   | Her   | 7   | Her |
| 3   | Its   | 8   | Our |
| 4   | Their | 9   | Our |
| 5   | His   | 10  | My  |

Practice 4

| NO. | KEY | NO. | KEY  |
|-----|-----|-----|------|
| 1   | His | 6   | Mine |
| 2   | Its | 7   | Hers |

| <b>NO.</b> | <b>KEY</b> | <b>NO.</b> | <b>KEY</b> |
|------------|------------|------------|------------|
| 3          | Mine       | 8          | Hers       |
| 4          | Ours       | 9          | Theirs     |
| 5          | Yours      | 10         | His        |

**Kunci Jawaban Evaluasi**

1. D
2. B
3. B
4. A
5. E
6. A
7. C
8. E
9. B
10. A

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
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PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH  
DIREKTORAT SEKOLAH MENENGAH ATAS  
2020



# Modul Pembelajaran SMA Bahasa Inggris



KELAS  
X



**CONGRATULATION. YOU ARE THE BEST!**  
**BAHASA INGGRIS KELAS X**

**PENYUSUN**  
**Revi Appandi, M.Pd**  
**Unit Kerja**  
**SMA Negeri 3 Bogor**

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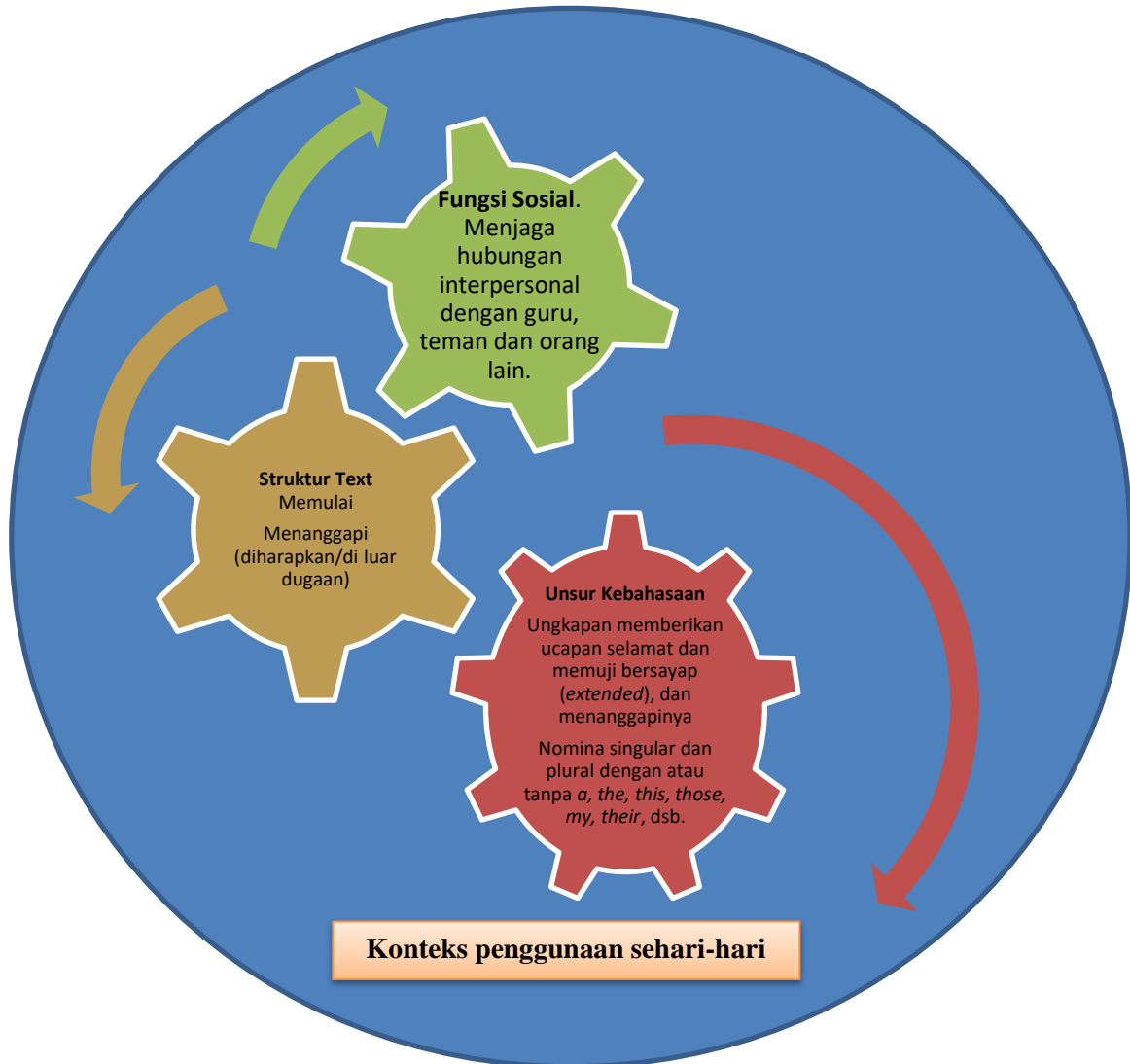


## GLOSARIUM

|                |   |                                    |
|----------------|---|------------------------------------|
| Congratulating | : | Ungkapan memberikan ucapan selamat |
| Complementing  | : | Ungkapan memuji                    |
| Response       | : | Tanggapan                          |
| Achievement    | : | Prestasi                           |

## PETA KONSEP

Tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), serta menanggapi



## PENDAHULUAN

### A. Identitas Modul

|                |                                     |
|----------------|-------------------------------------|
| Mata Pelajaran | : Bahasa Inggris                    |
| Kelas          | : X / 1                             |
| Alokasi Waktu  | : 2 x 2 Jam Pelajaran               |
| Judul Modul    | : Congratulation. You Are The Best. |

### B. Kompetensi Dasar

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), serta menanggapinya, sesuai dengan konteks penggunaannya
- 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### C. Deskripsi Singkat Materi

Selamat datang di Kompetensi Dasar 3.2 tindakan memberikan ucapan selamat dan memuji. Kalian tentu pernah memberikan ucapan selamat kepada orang lain/ atau memuji hasil pekerjaan teman? Mengapa kita perlu mengetahui ungkapan memberi selamat dan memuji dalam bahasa Inggris?

Setiap orang pasti memiliki impian atau sesuatu yang ingin dicapai dalam hidupnya. Kalian juga pasti memiliki impian yang ingin diwujudkan pada suatu hari nanti kan? Ketika teman kita berhasil dalam suatu hal, biasanya kita memberikan ucapan selamat atas pencapaiannya tersebut. Misalkan teman kita yang sedang berulang tahun, baru menikah, ataupun baru lulus/wisuda. Ucapan selamat yang kita berikan merupakan bentuk apresiasi dari kita dan juga merupakan luapan rasa senang atas keberhasilan teman kita.

Mengucapkan ucapan selamat merupakan sesuatu hal yang universal walaupun akan berbeda cara mengungkapkannya di setiap budaya. Mengucapkan selamat di negara yang menggunakan Bahasa Inggris kurang lebih sama dengan cara orang Indonesia mengungkapkannya. Sebagai contoh, biasanya kita kebanyakan mengungkapkannya secara langsung, melalui telfon atau melalui pesan singkat di telepon seluler. Orang-orang di dunai barat biasanya mengucapkan selamat dengan mengirimkan surat atau kartu ucapan.

Ungkapan memuji juga disampaikan kepada orang lain merupakan salah satu etika berkomunikasi yang perlu kita ketahui. Jika ada teman kalian yang berhasil mendapatkan prestasi, pasti kalian akan memberikan selamat sekaligus akan memuji prestasi yang telah diraihnya.

Dengan memberikan ucapan selamat dan memuji yang kalian sampaikan kepada orang lain, kalian telah menjaga hubungan baik dengan orang tersebut. Mereka akan merasa bahwa kalian peduli dan kalian merasa senang akan keberhasilan yang telah diraih.

## D. Petunjuk Penggunaan Modul

Pada modul ini kalian akan diajak berlatih untuk mampu meminta dan memberi informasi terkait tindakan memberi dan meminta informasi tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya. Perhatikan petunjuk penggunaan modul sebagai berikut:

1. Modul ini dapat kalian pelajari secara mandiri atau kelompok, baik di sekolah maupun di luar sekolah.
2. Pelajarilah modul ini dengan membaca dan mengamati contoh-contoh yang telah disediakan.
3. Kalian juga bisa belajar dengan cara diskusi dan tanya jawab dengan teman kalian atau membentuk kelompok diskusi yang efektif.
4. Kerjakan latihan-latihan dan evaluasi yang ada pada modul ini.
5. Pelajari sumber-sumber belajar lainnya seperti melalui video atau situs internet tentang pembelajaran atau latihan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya.
6. Jika ada kendala dan kalian mengalami kesulitan, diskusikan kembali dengan teman kalian dan jika masih belum mendapatkan jawaban yang kurang memuaskan tanyakan kepada guru atau pakar lainnya.

## E. Materi Pembelajaran

Modul ini terbagi menjadi 2 kegiatan pembelajaran dan di dalamnya terdapat uraian materi, contoh soal, soal latihan dan soal evaluasi. Materi pembelajaran pada modul ini adalah mengenai tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi dengan rincian kegiatan pembelajaran sebagai berikut :

Kegiatan Pembelajaran 1 : fungsi sosial, struktur teks dan unsur kebahasaan tindakan memberikan ucapan selamat serta menanggapi.

Kegiatan Pembelajaran 2 : fungsi sosial, struktur teks dan unsur kebahasaan tindakan dan memuji bersayap (extended) serta menanggapi.



Gambar 1

<https://englishkuoke.wordpress.com/tutorial-2/7-greeting-cards/>

## KEGIATAN PEMBELAJARAN 1

### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 1 ini peserta didik diharapkan dapat :

1. Mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkait dengan tindakan memberikan ucapan selamat dan menanggapiya sesuai dengan konteks penggunaannya.
2. Menyusun teks interaksi transaksional lisan dan tulisan terkait tindakan memberikan ucapan selamat dan menanggapiya sesuai dengan konteks penggunaannya .
3. Berinteraksi dengan tepat menggunakan ungkapan dan pernyataan berkaitan dengan tindakan memberikan ucapan selamat dan menanggapiya sesuai dengan konteks penggunaannya.

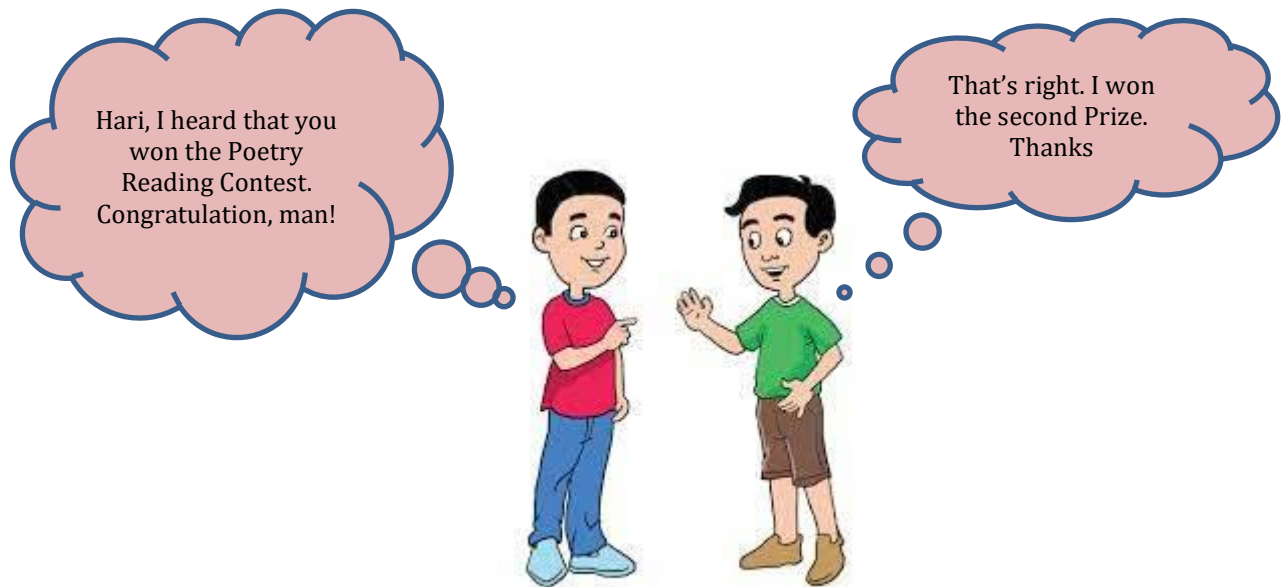
### B. Uraian Materi

#### Practice 1

**Let's practice the dialogue.**

Read the following dialogues and practice the dialogues with your friend!

#### Dialogue 1



Gambar 2

<http://id.gofreedownload.net/>

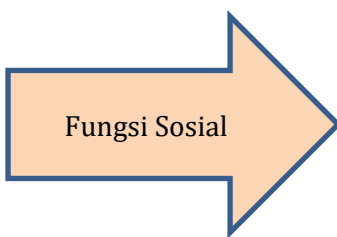
## Dialogue 2



Gambar 3

<https://www.kompasiana.com/hsm/55008e97a3331159735111f8/>

Bagaimana menurut kalian kedua percakapan di atas? Apakah kalian dapat memahami percakapan tersebut? Dapatkah kalian mengidentifikasi ungkapan dan respons yang digunakan dalam kedua percakapan tersebut? Well done...You are fantastic! Marilah kita bahas ungkapan-ungkapan yang biasanya diucapkan dalam memberikan selamat beserta responsnya.



Fungsi Sosial

- meningkatkan interaksi dan komunikasi dengan orang lain
- mengungkapkan rasa bahagia atau perasaan positif atas sebuah kesuksesan
- menjaga hubungan baik diantara teman, rekan kerja, teman sekelas, dll.



Congratulating Expressions

Congratulations!

- I'm very happy of you!
- That's wonderful!
- Good for you!
- Best of luck!
- Well done!
- Fantastic job!
- You must be very happy with your achievement.
- Please accept my warmest congratulation
- I must congratulate you on your success!
- Happy Birthday
- Happy New Year
- Happy Eid Mubarak
- Happy Anniversary
- Let me congratulate you
- I would be the first to congratulate you on...
- I would like to congratulate you on
- Please accept my warmest congratulations.
- May I congratulate you.
- It was great to hear about...
- Well done!

Responses for  
Congratulating

- It's very good of you to say so
- Thank you, I can't forget your help to me
  - How nice of you to say so
- Thank you very much for saying so
  - I'm glad you think so
- Oh, actually it's nothing special
  - Oh, I have a lot to learn yet
    - Oh, not really
  - Oh, nothing to it, actually
    - Oh thanks'

**Practice 2**

**Read the following Congratulation Card!**



Gambar 4

<https://www.holidaycardsapp.com/cards>

Pernahkah kalian menerima atau mengirimkan surat ucapan selamat? Di negara barat, mengirimkan kartu ucapan selamat seperti mengucapkan selamat atas kelulusan, kenaikan pangkat, mendapatkan juara, dll. adalah hal yang lazim dilakukan. Dengan mengirimkan kartu ucapan selamat, kita dapat mengirimkan pesan dengan hangat dan personal. Dari kartu ucapan di atas, dapatkan kalian identifikasi ungkapan apa yang digunakan dalam memberikan selamat?



Struktur umum dari kartu ucapan selamat tergantung bentuk dan design kartunya, dan biasanya terdapat beberapa elemen berikut, yaitu :

- **Receiver**

Kepada siapa kartu ucapan itu ditujukan? Tulislah nama penerima jika diperlukan.

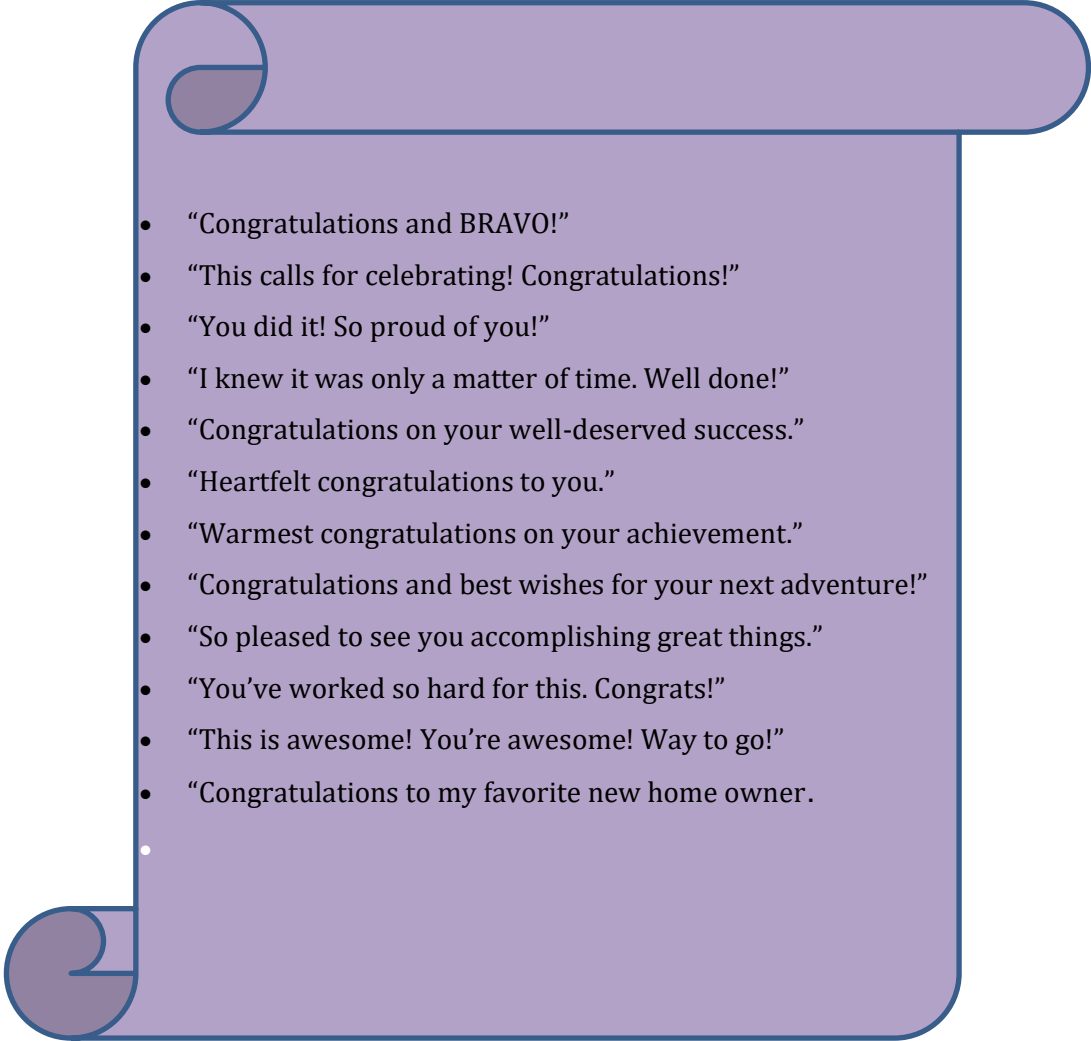
- **Body**

Biasanya bagian ini berisi tulisan yang menarik dengan dilengkapi beberapa unsur yaitu:

Quote : Kutipan yang berhubungan dengan peristiwa.

Picture : Lengkapi kartu ucapan anda dengan gambar agar menarik.

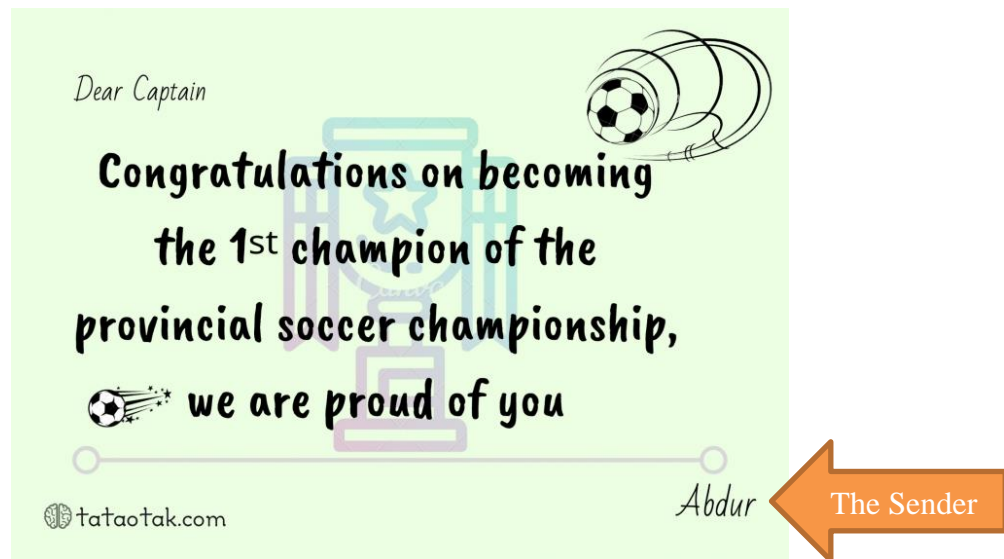
Expression : Gunakan Congratulation Expression.

- 
- "Congratulations and BRAVO!"
  - "This calls for celebrating! Congratulations!"
  - "You did it! So proud of you!"
  - "I knew it was only a matter of time. Well done!"
  - "Congratulations on your well-deserved success."
  - "Heartfelt congratulations to you."
  - "Warmest congratulations on your achievement."
  - "Congratulations and best wishes for your next adventure!"
  - "So pleased to see you accomplishing great things."
  - "You've worked so hard for this. Congrats!"
  - "This is awesome! You're awesome! Way to go!"
  - "Congratulations to my favorite new home owner."

- **Sender**

Siapa pengirim kartu ucapan tersebut? tuliskan nama pengirim jika diperlukan.

Contoh:



Gambar 5

<https://tataotak.com/contoh-greeting-card/>

Nah...apakah kalian sekarang sudah memahami ungkapan mengucapkan selamat baik itu diucapkan secara langsung maupun melalui kartu ucapan selamat? Jika sudah memahaminya, berlatihlah mengucapkan kalimat ucapan selamat tersebut dan cobalah membuat kartu ucapan selamat agar kalian lebih fasih lagi.

### C. Rangkuman

Untuk mempermudah kalian mengingat akan ungkapan-ungkapan mengucapkan selamat, berikut ini adalah ringkasan dari materi yang telah kita bahas.

Expression of Congratulation digunakan untuk memberikan kata selamat kepada seseorang atas prestasi atau pencapaiannya. Ucapan selamat juga bisa diucapkan untuk perayaan tertentu seperti ulangtahun, acara pernikahan, Hari Raya, dan masih banyak lagi. Ungkapan selamat yang biasanya diucapkan misalnya:

- Congratulation my friend!
- Congratulation on your promotion.
- Congratulation for your graduate.
- Let me congratulate on your success.
- I congratulate you on your achievements.
- Congratulation on your success.
- Congratulation on your achievements.
- Good job!
- Nice work!
- It was really great to hear about.
- You are fantastic!
- That's excellent of you!
- Well done, congratulation for you
- Wishing you happiness, love, and joy on your wedding day.
- Congratulations to the proud parents of such a sweet baby!



Semoga kalian semakin faham ya tentang bagaimana cara memberikan ucapan selamat kepada orang lain sehingga akan menjadikan motivasi dan inspirasi kalian untuk mencapai kesuksesan di masa depan. Teruslah berlatih agar kalian makin terbiasa menggunakan Bahasa Inggris.

## D. Penugasan Mandiri

Untuk tugas mandiri, carilah referensi mengenai ungkapan memberikan selamat kepada orang lain dan menanggapi nya dari berbagai sumber agar kalian lebih memperkaya pengetahuan dan keterampilan kalian.

Latihlah mengungkapkan ungkapan itu secara lisan dengan memperhatikan pelafalan kata dan intonasinya. Latihlah secara berulang-ulang agar kalian lebih fasih dalam berbicara dalam Bahasa Inggris.



<http://perpustakaan-smasteroyk.blogspot.com/2012/10/uts-2012.html>

## E. Latihan Soal

### Practice 1

Complete the following dialogues with the sentences given in the box!

- How nice of you to say so.
- Congratulation on your wedding.
- Congratulations.
- Thank you very much.

1. Nadya : I heard that you have married with Andy, is it right?  
Bella : Of course yes. We were married last month.  
Nadya : *Wow! ...*  
Bella: Thank you so much.
2. Moni: Elly, would you like to try this cake?  
Ellyy : Sure, thanks. What is the occasion?  
Moni : I just graduated at last grade of Senior High School.  
Elly : I must congratulate you on being the smartest student.  
Moni : Oh, ....
3. Alma: I heard you got promoted today to become a supervisor.  
Charlie: I did. I've been waiting for this day to come  
Alma: Congratulations, then. Wish you all the best luck!  
Charlie: .... Good luck for you, too.



4. Coach: It was a great match! ..., Dan! How do you feel now?  
Dan: This is unbelievable. Did I really beat him?  
Coach: What are you talking about? You deserve it  
Dan: I'd never be able to do this without you, Coach. Thank you!

**Practice 2**  
**Let's Speak Up**

After you have finished completing Practice 1, try to practice the dialogue with your friend. Pay attention to the pronunciation and the intonation.

**Practice 3**

**Let's Talk**  
**Complete the following dialogue based on the situation given and practice it with your friends.**

Situation : Your neighbour and also your best friend, Hamid, is accepted as an exchange student in University of Tokyo. He had studied hard to join this program and he had competed with more than 500 other students across the country.

- You : Hamid, is the news true?  
Hamid :.....  
You :.....  
Hamid :.....  
You :.....  
Hamid :.....

**Practice 4**

- Make a congratulating card about one of the following topics. Choose one!**  
**a. Your friend has just been announced as the winner of the National Athletic Championship**  
**b. Your neighbor has just got a promotion as a General Manager.**  
**c. Your sister has just passed her Mathematics Olympiad.**

|  |
|--|
| To :.....<br>.....<br>.....<br>.....<br>Your.....<br>..... |
|--|

Bagaimana? Apakah kalian sudah mampu menyelesaikan Practice 1, 2 dan 3? Sekarang cek hasil kerja kalian dengan membandingkannya dengan kunci jawaban berikut ini.

### Kunci jawaban dan Pembahasan Latihan Soal Kegiatan Pembelajaran 1

#### Practice 1

1. Congratulation on your wedding
2. How nice of you to say so
3. Thank you very much
4. Congratulations

#### Practice 2

Apakah kalian sudah mempraktikkan dialog pada Practise 2 di atas? Gunakan indikator pada tabel di bawah ini untuk mengukur seberapa mahir keterampilan kalian dalam menguasai struktur teks, pengucapan dan intonasi. Jika masih kurang tepat lakukan pengulangan praktik sampai semua kriteria menjadi tepat.

| Kriteria                              | Indikator    |
|---------------------------------------|--------------|
| <b>Struktur Teks</b>                  | Tepat        |
|                                       | Kurang Tepat |
|                                       | Tidak Tepat  |
| <b>Pengucapan<br/>(Pronunciation)</b> | Tepat        |
|                                       | Kurang tepat |
|                                       | Tidak Tepat  |
| <b>Intonasi</b>                       | Tepat        |
|                                       | Kurang tepat |
|                                       | Tidak Tepat  |

#### Practice 3

Kemungkinan jawaban yang diberikan:

Situation : Your neighbour and also your best friend, Hamid, is accepted as an exchange student in University of Tokyo. He had studied hard to join this program and he had competed with more than 500 other students across the country.

You : Hamid, is the news about the exchange student true?

Hamid : Yes, It is. I am accepted as an exchange student in University of Tokyo.

You :Wow..congratulation Hamid.

Hamid :Thank you. I have studied hard for that.

You :Yes, I know how you prepared for the program. You deserve it.

Hamid :Thanks a lot.

#### Practice 4

Jawaban beragam sesuai pilihan situasi.

Kemungkinan kalimat yang dapat digunakan dalam isi Congratulating Card:

1. I'd like to congratulate you on your success as the winner of the National Athletic Championship. You deserve it.
2. Congratulation on your promotion. Well Done
3. I know you can do it. Good job!

## F. Penilaian Diri

Isilah tabel penilaian diri berikut ini sesuai dengan kondisi sebenarnya!

| No | Pernyataan  | SS | S | TS | STS |
|----|---|----|---|----|-----|
| 1  | Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.   |    |   |    |     |
| 2  | Saya belajar menggunakan modul ini secara terjadwal   |    |   |    |     |
| 3  | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain   |    |   |    |     |
| 4  | Saya sudah memahami ungkapan memberikan ucapan selamat dan menanggapi.  |    |   |    |     |
| 5  | Saya dapat mengungkapkan kalimat pertanyaan dan pernyataan menggunakan ungkapan memberikan ucapan selamat dan menanggapi. |    |   |    |     |

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

## KEGIATAN PEMBELAJARAN 2

### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 2 ini peserta didik diharapkan dapat:

1. Mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkait dengan tindakan memuji dan menanggapi sesuai dengan konteks penggunaannya.
2. Menyusun teks interaksi transaksional lisan dan tulisan terkait tindakan memuji dan menanggapi sesuai dengan konteks penggunaannya.
3. Berinteraksi dengan tepat menggunakan ungkapan dan pernyataan berkaitan dengan tindakan memuji dan menanggapi sesuai dengan konteks penggunaannya.

### B. Uraian Materi

#### Practice 1

Let's practice the dialogue.

#### Dialogue 1



Gambar 7

<https://www.pendidikangratis.id/latihan-soal-tema-4-keluargaku-subtema-4-kebersamaan-dalam-keluarga/>

#### Dialogue 2



Gambar 8

<https://www.pngwing.com/id/free-png-zdjrk>



Setelah membaca kedua dialog di atas, dapatkah kalian pahami maksud dari pernyataan yang ada didalamnya? That's right. Pernyataan di dalam kedua dialog di atas adalah ungkapan memuji dan responsnya. Tentu kalian pernah memuji hasil karya orang lain? Atau prestasi yang telah diraih orang lain? Ungkapan seperti '*You are a diligent girl*' atau '*You are amazing*' dapat digunakan untuk memuji orang lain sebagai bentuk penghargaan dan menjaga hubungan baik dengan sesama.

Ungkapan memuji (compliment) adalah sebuah ungkapan yang sangat berguna untuk menyemangati orang lain agar dapat melakukan yang terbaik. Kalian akan mengucapkan ungkapan pujian dalam percakapan sehari-hari misalnya ketika seseorang telah melakukan yang terbaik, ketika kalian berkunjung ke rumah seseorang untuk pertama kalinya, atau bahkan jika ada hal baru dari penampilan diri teman kalian.

Ada banyak ungkapan lain yang dapat diucapkan sebagai bentuk pujian (*compliment*) kepada orang lain. Berikut adalah ungkapan compliment dalam berbagai bentuk kalimat:

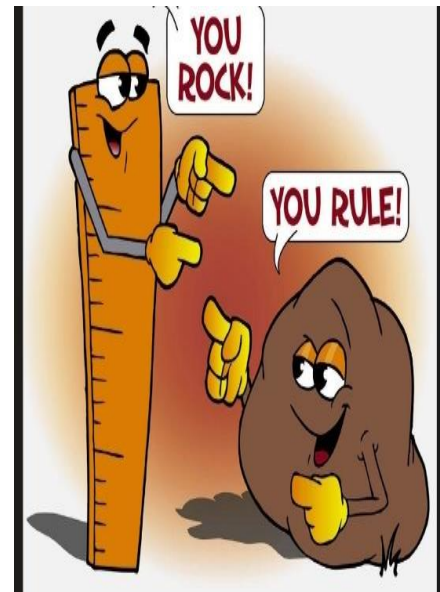
1. Your + Noun Phrase + is/looks/sounds/tastes + (really) + Adjective  
Your dress is really beautiful!  
Your mom looks so young and fit  
Your voice sounds amazing  
Your cooking tastes very delicious

2. I + (really) + like/love + Noun Phrase  
I really like your poem  
I like your new haircut. You look cool.  
I love this cake! You baked it yourself?

3. This/That + is + (really) + Adjective + Noun Phrase  
This is the best song I've listened to this year  
That's an awesome painting  
This is really a great talent  
That is really a breathtaking landscape

4. What a/an + Adjective + Noun Phrase  
What a lovely house!  
What a cute kitten!  
What an amazing painting

5. Idioms  
You are a smart cookie  
You are out of this world  
You rock  
You slay  
You killed it!  
That's my man!



Ketika mendapat pujian, sudah sepatutnya kita memberi jawaban yang baik sebagai bentuk apresiasi atau penghormatan. Normalnya, kita pasti akan merasa senang saat dipuji kan? Maka dari itu, kita bisa membalas pujian dari orang dengan ucapan terima kasih atau kalimat-kalimat di bawah ini.

#### Responding to a compliment:

- Thanks/Thank you.
- Thank you for saying that.
- I appreciate that.
- That means a lot.
- That's really nice/kind of you.
- It's all because of...
- You too.
- I'm glad you enjoyed/liked it.
- I'm glad you think so.
- I worked hard on it.

Berikut ini adalah contoh percakapan yang lebih panjang dengan ungkapan memuji (complimenting) dan menanggapi.

**Alya:** I think that you look very cute today.  
**Bunga:** Is that right? This is a brand-new outfit.  
**Alya:** What store did you get it from?  
**Bunga:** I went to a boutique and picked it out.  
**Alya:** I love your outfit right now.  
**Bunga:** Well, I think you look nice today too.  
**Alya:** Thanks. I found these new shoes earlier at the store.  
**Bunga:** I think that those are some really nice shoes.  
**Alya:** Really. The price isn't too expensive.  
**Bunga:** I'm going to go get a pair for myself.



Dari pemaparan materi tentang ungkapan memuji (complementing) dan responsnya di atas, apakah kalian sudah bisa memahaminya lebih baik lagi? Good....You Rock!

### C. Rangkuman

Untuk mempermudah kalian mengingat akan ungkapan-ungkapan mengucapkan selamat, berikut ini adalah ringkasan dari materi yang telah kita bahas. Compliment (pujian) merupakan suatu kata untuk mengekspresikan kekaguman atau rasa bangga. Biasanya Pujian kita sampaikan kepada orang yang sudah cukup karib dengan kita, seperti sahabat, keluarga ataupun saudara.



**Expressions of Compliment**

- Good job
- You really look good today
- You are the best
- Your voice sounds amazing
- Nice work
- you are amazing
- I like your new haircut. You look cool.
- wow, great!
- you rock!
- you are wonderful
- very good
- so fine
- super!
- That's an awesome painting
- What a lovely house!

### D. Penugasan Mandiri

Untuk tugas mandiri, carilah referensi mengenai penggunaan unsur kebahasaan Pronouns dalam ungkapan memuji dan menaggapinya atau konteks penggunaan lainnya dari berbagai sumber agar kalian lebih memperkaya pengetahuan dan keterampilan kalian.

Latihlah membuat kalimat-kalimat memuji teman dan responsnya dan latihlah cara mengucapkan kalimat-kalimat tersebut. Kalian pasti akan lebih baik dalam keterampilan menulis dan berbicara.

## E. Latihan Soal

### Practice 1

Complete the dialogue with the sentences given in the box!

- Thanks. They're limited edition.
- I am glad you think so.
- What an outstanding student she is.
- It was very beautiful

1. Indri: Hi, Ajeng. I heard that your daughter scores the highest grades in the class.  
Ajeng: Yes, she does.  
Indri: ...  
Ajeng: Thanks.  
Indri: You must be very proud of her.  
Ajeng: Of course, I am
  
2. Mike: Hey, are they new shoes?  
Edward: Yeah. I bought them yesterday.  
Mike: I have to admit that I'm jealous of your shoes.  
Edward: ...  
Mike: No wonder they're really superb. Lucky you!
  
3. Mindo: Linda, how was the scenery on the mountain?  
Linda: ...Mindo, just like in the movie  
Mindo: Really? I would like to go there someday  
Linda: Yes, you should go there and take some pictures.  
Mindo: Yeah Linda, wish me luck.
  
4. Hena: Wina, I heard you joined a speech contest. How was the result?  
Wina: Yes, Hena. Thanks to God, I got the first place.  
Hena: Really? Wow you're such a talented student Wina!  
Wina: Haha! ....  
Hena: You make me proud, my friend.

### Practice 2

Match the expressions of compliment with the appropriate responses.

| Column A   | Column B  |
|--|---|
| 1. I was just admiring your bag. It's really nice.       | A. That's really kind of you. We have practiced for two months. |
| 2. You looked great at the drama performance last night! | B. I appreciate that. Painting is my passion.                   |
| 3. What a great Motorcycle you have, Budi.               | C. Thank you. It's a handmade.                                  |
| 4. Wow, what a yummy presentation!                       | D. Thank you, Hardi. I just finished modifying it.              |
| 5. You are such a talented painter!                      | E. That's nice of you to say that. I'm glad you like the taste. |

### Practice 3

#### Let's Talk

**Complete the following dialogue based on the situation given and practice it with your friends.**

Situation : You have just heard that your friend, Santi, has won an English Speech Competition. You congratulate her and give compliment to her because you know that she has worked hard on the competition:

You : .....

Santi : .....

You : .....

Santi : .....

You : .....

Santi : .....



Apakah kalian sudah mengerjakan semua latihan pada Kegiatan Pembelajaran 2? Bagus! Sekarang coba bandingkan jawabanmu dengan kunci jawaban di bawah ini.

**Kunci jawaban dan Pembahasan Latihan Soal Kegiatan Pembelajaran 2**

**Practice 1**

1. What an outstanding student she is.
2. Thanks, they're limited edition.
3. It was beautiful
4. I am glad you think so.

**Practice 2**

| Column A   | Column B  |
|--|---|
| 1. I was just admiring your bag. It's really nice.       | C. Thank you. It's a handmade.                                  |
| 2. You looked great at the drama performance last night! | A. That's really kind of you. We have practiced for two months  |
| 3. What a great Motorcycle you have, Budi.               | D. Thank you, Hardi. I just finished modifying it.              |
| 4. Wow, what a yummy presentation!                       | E. That's nice of you to say that. I'm glad you like the taste. |
| 5. You are such a talented painter!                      | B. I appreciate that. Painting is my passion                    |

**Practice 3**

Jawaban kalian bisa beragam. Berikut ini kemungkinan jawaban yang dapat digunakan sesuai dengan situasi yang diberikan. Jangan bersedih jika jawabanmu berbeda, yang terpenting adalah pada percakapan yang kalian susun terdapat ungkapan *congratulating* dan *complimenting*.

Situation : You have just heard that your Friend, Santi, has won an English Speech Competetion. You congratulate her and give compliment to her because you know that she has worked hard on the competition:

- You :Santi, I have just got the news that you won an English Speech Competetion.  
 Santi : Yes, I got the first winner.  
 You : wow. You are amazing.  
 Santi : Ah, It's nothing.  
 You : No, It's a very good achievement. You are the best.  
 Santi : I'm glad you think so. Thanks.

## F. Penilaian Diri

Isilah tabel penilaian diri berikut ini sesuai dengan kondisi sebenarnya!

| No | Pernyataan  | SS | S | TS | STS |
|----|---|----|---|----|-----|
| 1  | Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.                                     |    |   |    |     |
| 2  | Saya belajar menggunakan modul ini secara terjadwal   |    |   |    |     |
| 3  | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain   |    |   |    |     |
| 4  | Saya sudah memahami ungkapan memuji (complimenting) dan menanggapi  |    |   |    |     |
| 5  | Saya dapat mengungkapkan kalimat pertanyaan dan pernyataan menggunakan ungkapan memuji (complimenting) dan menanggapi |    |   |    |     |

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju



## EVALUASI

Read carefully and choose the correct answer between A, B, C, D, or E

- Rahel : Hey, Daniel! How was the economics competition? Did you and your team go home with the trophy?  
Daniel : Thank God, we did. Fortunately we succeeded to get the first place.  
Rahel : Wow that's a good job, Dan. Congratulation on your team success!  
Daniel : Thank you very much for saying so.  
From the dialogue, Rahel tries to...

  - ask Daniel to get the trophy
  - support Daniel in the competition
  - inform Daniel about the competition
  - congratulate Daniel for his team winning
  - make sure that Daniel and his team join the competition.
- Farhan : So, how long has it been since the first publishing of your first novel?  
Yola : It's been 3 weeks since then.  
Farhan : So, how many copies have been sold this far?  
Yola : Thank God. Many people seem to like it very much. Since the first publishing 3 weeks ago, there have been over 500 copies sold.  
Farhan : Splendid! I'd like to congratulate you on your success at your first time publishing your novels.  
Yola : Thanks  
Farhan : Keep the good work, Yola. I know you could be a great author someday.  
What does Yola achieve?

  - Publishing her novel
  - Writing the first poem
  - Winning a trophy
  - Becoming the best author
  - Selling her books.
- Andy : I haven't told you what happened yet, have I?  
Bono : I haven't heard anything.  
Andi : My boss offered me a promotion, and I took it.  
Bono : Are you serious?  
Andi : Yes, I am really excited.  
Bono : ...  
What will Bono say as a response?

  - Thank you very much for your compliment
  - Thank's God.
  - Oh my god. I know you can do it
  - That's great. Congratulations.
  - Congratulation. You get best score in this examination.\
- Dian : Hello Reisa!  
Reisa: ...  
Dian: Thank you very much. Yesterday I went to the salon and I decided to get a haircut.  
Reisa: It's a good style for you. Which salon did you visit yesterday?  
Dian: the new salon near my house.

What did Reisa say after Dian greeting her?

- A. Hello Dian! How are you?
- B. Hello Dian! How think about my new hair?
- C. Hello Dian! Let's go to the salon now
- D. Hello Dian! Your shirt is so cute
- E. Hello Dian! Oh my god! You hair is so cute

5. Roy : Who won the football match yesterday?

Tom : Our team did. We won three to one.

Roy : ...

Tom : Thank you.

The best response suitable to the blank is...

- A. I have never wondered about it.
- B. Congratulation. I'm glad to hear it.
- C. I am really satisfied with your work
- D. Your football team is happy.
- E. Glad to know that you are ok.

6. John: What a great bike you have

James: Thanks, I've just bought it yesterday.. I'll use it to ride to school.

John: You bought it with your own money?

James: Yeah... I have been saving money since two years ago

John: ....

The best response suitable to the blank is...

- A. It's nice of you to say so.
- B. Thank you. I am glad
- C. I think you look great.
- D. What a wonderful job!
- E. I appreciate it. Thanks

7. Laura: You look beautiful tonight. That is a nice dress you are wearing.

Anna: I appreciate your compliment. My mother bought it.

Laura: Your mother bought it? ....

Anna: Thanks. She worked in a boutique when she was young.

What will probably Laura say about Anna's mom?

- A. She was too curious.
- B. She didn't like fashion.
- C. She was interested in that dress.
- D. She needed some styles.
- E. She had a very good taste.

8. Nancy: Oh hi, Vicky. How are you?

Vicky: I'm fine as always. I'm calling to congratulate you on having your own restaurant.

Nancy: Oh thank you, Vicky. It's only a small restaurant

Vicky: But it's still amazing! I'm very proud of you.

From the dialogue, Vicky tries to...

- A. promote her own restaurant
- B. criticize Nancy's restaurant
- C. give compliment to Nancy

- D. ask some questions
- E. give Nancy an award

9. Leo: .... How does it feel to be the winner of the contest?  
Susie: It feels like it was a dream. I still can't believe I got the grand prize.  
Leo: You deserve it, Susie. I know that you practiced very hard for it.  
Susie: Thank you.

What does Leo say at the beginning of the conversation?

- A. You look better at the contest.
  - B. Thanks for being a winner.
  - C. Congratulation for you.
  - D. I really appreciate it.
  - E. What a prize you get!
10. Ken: I see you got some new shoes.  
Toby: True. What do you think?  
Ken: ... The design is really chic.  
Toby: Thanks, man!

What is the suitable response to the blank?

- A. It is not suitable for you.
- B. The shoes are really expensive.
- C. Your shoes will be in the store.
- D. The designer of your shoes is me.
- E. They look good on you.

### **Kunci Jawaban Evaluasi**

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

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
DIREKTORAT JENDERAL PENDIDIKAN ANAK USIA DINI,  
PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH  
DIREKTORAT SEKOLAH MENENGAH ATAS  
2020



# Modul Pembelajaran SMA Bahasa Inggris



KELAS  
X



## **EXPRESSING INTENTION BAHASA INGGRIS KELAS X**

**PENYUSUN  
Karnisius Pebriatno, S.Pd  
SMA Santa Maria 1 Kota Bandung**



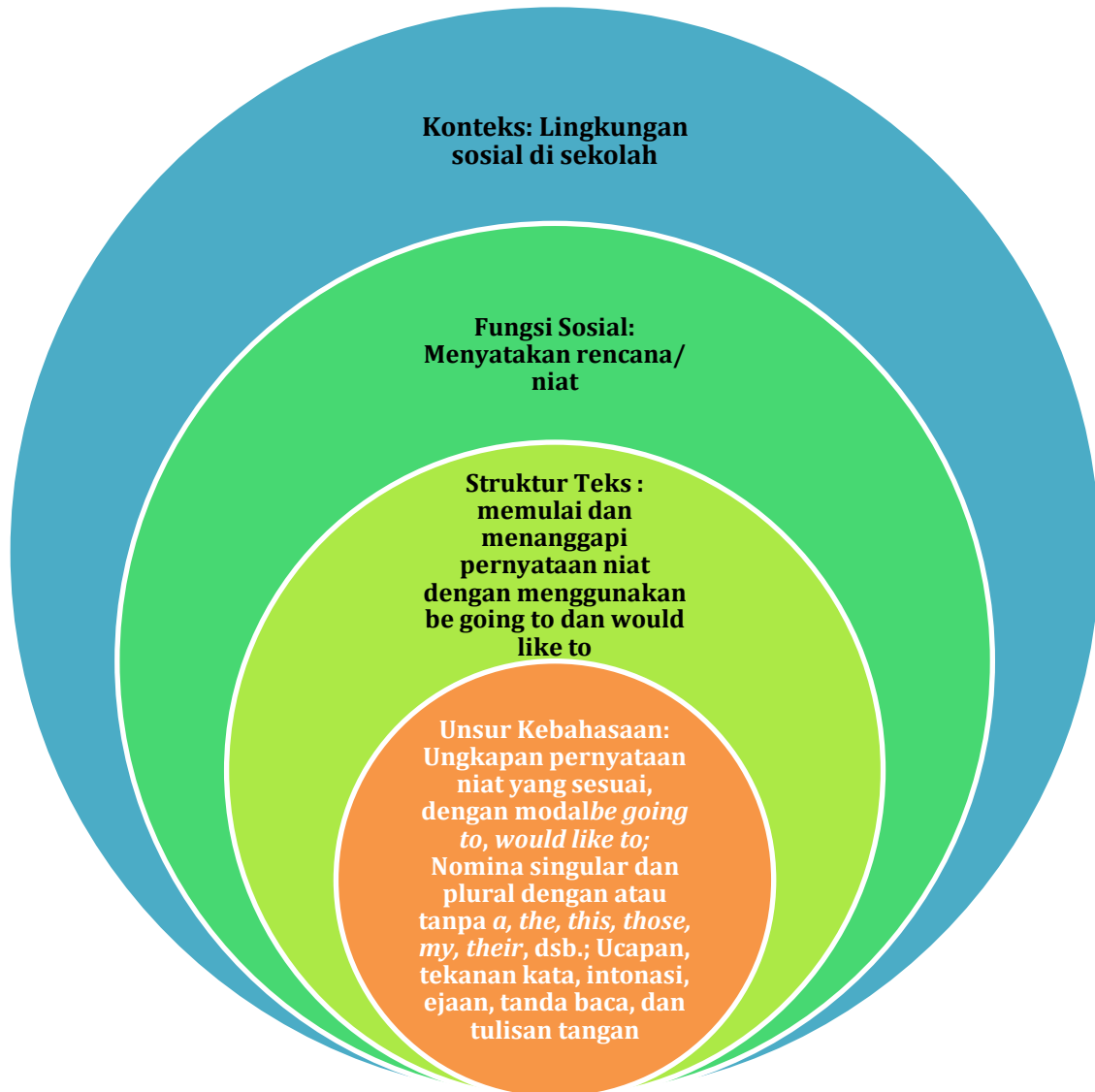
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## GLOSARIUM

|                  |   |  |
|------------------|---|--|
| Expression       | = | Ungkapan   |
| Intention        | = | Rencana, niat yang akan dilakukan pada waktu yang akan datang                                  |
| Fungsi Sosial    | = | Maksud atau tujuan yang hendak dicapai oleh penulis melalui teks yang dibuatnya                |
| Struktur teks    | = | Urutan bagian-bagian teks secara logis dan runtut untuk mencapai maksud atau fungsi sosialnya  |
| Unsur kebahasaan | = | Ungkapan, kosa kata, dan tata bahasa yang dipilih untuk mencapai maksud dan fungsi sosial teks |
| Konteks          | = | Situasi yang ada hubungannya dengan suatu kejadian, kondisi di mana suatu keadaan terjadi      |
| Transaksional    | = | Bersifat transaksi, memberi dan atau memperoleh informasi                                      |

## PETA KONSEP



## PENDAHULUAN

### A. Identitas Modul

|                |   |                             |
|----------------|---|-----------------------------|
| Mata Pelajaran | : | BAHASA INGGRIS              |
| Kelas          | : | X                           |
| Alokasi Waktu  | : | 4 JAM PELAJARAN             |
| Judul Modul    | : | <b>EXPRESSING INTENTION</b> |

### B. Kompetensi Dasar

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

### C. Deskripsi Singkat Materi

Semangat Pagi!

Kita akan melanjutkan belajar Bahasa Inggris hari ini. Semoga kita selalu sehat dan semangat meski ditengah situasi masa pandemi yang tidak menentu ini.

Dalam situasi yang tidak pasti ini, seringkali kita ditanya tentang rencana yang akan kita lakukan nanti, esok hari, minggu depan, bulan depan atau bahkan tahun depan. Kita pun sering menanyakan niat/rencana yang akan dilakukan teman kita di sekolah. Nah, melalui modul ini, kita akan belajar untuk menanyakan dan juga memberikan informasi yang berkaitan dengan rencana atau niat yang akan kita lakukan dengan menggunakan pola/unsur kebahasaan *be going to* dan *would like to*.

Modul ini menyajikan uraian materi yang harus kalian pahami, latihan untuk memperdalam pemahaman serta evaluasi untuk melihat sejauh mana penguasaan terhadap KD.

Selamat belajar.

### D. Petunjuk Penggunaan Modul

1. Modul kita ini terdiri dari dua kegiatan belajar. Masing- masing terdiri dari kegiatan mempelajari materi dan kegiatan mengerjakan latihan.
2. Pelajari materi dengan baik.
3. Setelah kalian memahami materi pembelajaran dan merasa mampu, kerjakan soal latihan untuk menilai pemahaman kalian terhadap materi pertama.
4. Cocokkan jawaban kalian dengan kunci jawaban yang tersedia. Apabila nilai kalian masih belum memuaskan menurut kalian, baca sekali lagi materi dan kerjakan kembali soal latihan tersebut.
5. Kemudian pelajari materi berikutnya dan kerjakan latihannya.
6. Kerjakan evaluasi untuk mengetahui pemahaman kalian terhadap penguasaan KD.
7. Selamat Belajar.

### E. Materi Pembelajaran

Modul ini terbagi menjadi 2 kegiatan pembelajaran dan di dalamnya terdapat uraian materi, contoh soal, soal latihan dan soal evaluasi.

- Pertama : Fungsi Sosial, Struktur Teks dan Unsur kebahasaan ungkapan niat/rencana melakukan sesuatu
- Kedua : Konteks penggunaan ungkapan niat/rencana melakukan sesuatu

## KEGIATAN PEMBELAJARAN 1

### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 1 ini kamu diharapkan mampu:

1. mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
2. menerapkan struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan

### B. Uraian Materi

Anak-anak, berikut ini adalah contoh penggunaan ungkapan niat / rencana melakukan sesuatu dalam percakapan sehari-hari untuk mengisi liburan sekolah. Bacalah dengan teliti dan perhatikanlah frase yang bercetak tebal.

*A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans*

|       |   |
|-------|---|
| Riri  | : It will be a long weekend soon. Do you have any plans?  |
| Santi | : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home  |
| Bayu  | : Stay at home? Well, you could do something more interesting!  |
| Santi | : So, what about you Bayu? Do you have any plans?   |
| Bayu  | : Definitely! My dad and I <b>are going to</b> go fishing   |
| Santi | : Fishing? <b>Are you going to</b> go fishing in the river near your house?   |
| Bayu  | : No. We plan to go fishing in a lake near my uncle's house. <b>Would you like to</b> come with us?                       |
| Santi | : Fishing? That sounds great. But I would rather stay at home than go fishing.  |
| Bayu  | : What about you, Riri? What <b>would you like to</b> do on the long weekend?   |
| Riri  | : I have made a plan with my mother about what to do on this long weekend. We <b>are going to</b> practice baking cookies |
| Santi | : That sounds like a very good plan!  |
| Bayu  | : <b>Are you going to</b> bake choco chips cookies like the last time?  |
| Riri  | : Well, yes. That is my favorite. But we <b>are going to</b> also try to make ginger cookies                              |
| Santi | : Lucky you. Your mom is a real baker, isn't she?   |
| Bayu  | : Ha ha, ha. Do you still want to stay home alone?  |
| Riri  | : Or, <b>would you like to</b> join me to learn baking cookies? You can come to my house.                                 |
| Bayu  | : It's a good idea! Or will you go fishing with me and my dad?  |
| Santi | : I think I <b>would like to</b> bake cookies with Riri. Thanks for inviting me, Riri.                                    |
| Riri  | : No problem. I <b>am going to</b> tell you the time on Friday  |
| Santi | : Thanks a lot. I can't wait to join you.   |
| Bayu  | : Have a nice long weekend, everyone.   |
| Santi | : You too.  |

(Taken from *Bahasa Inggris X, Kemdikbud 2017*)

Dari contoh dialog diatas, perhatikanlah kata yang bercetak tebal. Selanjutnya mari kita pelajari lebih lanjut tentang fungsi social, struktur teks, dan unsur kebahasaan dari teks transaksional yang melibatkan ungkapan menyatakan niat atau rencana.

#### 1. Fungsi Sosial

Modul *Expressing Intention* menjelaskan tentang ungkapan yang digunakan untuk menyampaikan niat atau rencana yang akan dilakukan. Selain mengungkapkan

niat/rencana, dijelaskan juga ungkapan untuk menanyakan niat/rencana yang akan dilakukan.

Secara tertulis, ungkapan intensi dipakai dalam bentuk pesan singkat atau pun surat maupun jadwal suatu kegiatan.

- **A message**

*I am writing to organize our meeting to our current marketing strategy for E258. I am going to travel to Germany between 13 1nd 15 June. Please let me know as soon as possible if these dates are convenient.*

(taken from Pathway to English 1)

### **A letter**

INTERNET CONSULTANTS  
123 Merdeka Square, South Jakarta, Indonesia  
(Ph) 0218844353 (Fax) 0218844355 (e)  
[int.com@const.com](mailto:int.com@const.com)

12 December 2013

Mr. Wirakusuma  
Managing Director  
Technology Conferences  
Semarang 50248

Dear Mr. Wirakusuma  
Following your letter of 10 Dec, I am writing to confirm that I can speak at next year's conference.  
I intend to talk about our next NR modems and enclose a preliminary proposal for your attention.  
Please reserve a room for me at the Mutiara Hotel.  
I look forward to seeing you next year.

Sincerely yours,

Andy Manuhutu  
Managing Director

- **A schedule / plan**



*Today I am going to visit grandma before going to school. I am going to give a present for her birthday. I am going to play basketball after school to prepare the next month Basketball Competition.*

**2. Struktur teks**

Memulai (menanyakan rencana / niat melakukan sesuatu) dan menanggapi (mengungkapkan niat atau rencana melakukan sesuatu)

| Expressing Plans                                   | Asking about plans  | Stating plans   |
|--|---|---|
| I'd like to ...<br>I will ...<br>I am going to ... | What are you going to do when you call him tomorrow?<br>What will you do in five minutes?<br>What would you like to do during your long holiday?<br>Do you have any plans for this weekend?<br>What are you planning to do next week?<br>What do you intend to do next?<br>Is it your intention to go home early? | When I meet him, I will give him a special gift.<br>I am going to describe the painting briefly.<br>I will visit some museums in Central Java.<br>I'd like to say a big thank you to everyone who has helped me |
|  |   | <b>Hiding plans</b>   |
|  |   | I've got no particular plan in mind.<br>I'll never tell.<br>That's for me to know and you to find out.<br>You'll see<br>It's a secret.  |

(Taken from Pathway to English 1)

**3. Unsur Kebahasaan**

Ada dua struktur untuk mengungkapkan niat atau rencana, yaitu:

a) Be going to

Pola kalimatnya lengkapnya adalah: Subject + Tobe + GOING TO + Verb-1

Contoh:

- I **am going to** submit the task tomorrow evening.
- He **is going to** do the remedial test two days later.
- They **are going to** have a study tour to Bali next year.

Untuk menanyakan niat atau rencana:

- **Are you going to** submit the task tomorrow evening?
- **What is he going to** do two days later?
- **Where are they going to** have a study tour next year?

b) Would like to

Pola kalimat lengkapnya adalah: Subject + WOULD LIKE TO + Verb-1

Contoh:

- I **would like to** visit my grandpa during my long holiday.
- She **would like to** buy a pair of shoes birthday as a present for her niece this evening.
- We **would like to** spend the nights at Puncak next weekend.

Untuk menanyakan niat/rencana:

- **Would you like to** visit your grandpa during your long holiday?
- **Whom would she like to** buy a pair of shoes for?
- **When would you like to** spend the nights at Puncak?

### C. Rangkuman

1. Frase yang digunakan untuk mengungkapkan niat atau rencana adalah *be going to* dan *would like to*.

Pola kalimat yang digunakan:

| Subject | Be  | Going To | Verb-1 |
|---------|-----|----------|--------|
| I       | Am  | Going To | Verb-1 |
| He      | Is  |          |        |
| She     |     |          |        |
| It      |     |          |        |
| They    | Are |          |        |
| We      |     |          |        |
| You     |     |          |        |

| Subject | Would like to | Verb-1 |
|---------|---------------|--------|
| I       | Would like to | Verb-1 |
| He      |               |        |
| She     |               |        |
| It      |               |        |
| They    |               |        |
| We      |               |        |
| You     |               |        |

2. Frase yang digunakan untuk menanyakan niat atau rencana adalah *be going to* dan *would like to*.

Pola kalimat yang digunakan:

| Question Word | Be  | Subject | Going To | Verb-1 |
|---------------|-----|---------|----------|--------|
| Who           | Am  | I       | Going To | Verb-1 |
| Whom          | Is  | He      |          |        |
| When          |     | She     |          |        |
| Where         |     | It      |          |        |
| Why           | Are | They    |          |        |
| What          |     | We      |          |        |
| How           |     | You     |          |        |

| Question Word | Would | Subject | like to | Verb-1 |
|---------------|-------|---------|---------|--------|
| Who           | Would | I       | like to | Verb-1 |
| Whom          |       | He      |         |        |
| When          |       | She     |         |        |
| Where         |       | It      |         |        |
| Why           |       | They    |         |        |
| What          |       | We      |         |        |
| How           |       | You     |         |        |

### D. Latihan Soal A

Answer the following questions based on the letter above!

1. What is the letter about?
2. What is the relationship between Andy Manuhutu and Mr. Wirakusuma?
3. Why does Andy Manuhutu send a letter to Mr. Wirakusuma?
4. What does Andy Manuhutu expect by sending the letter?
5. Why do you think Andy Manuhutu has Mr. Wirakumuma reserve a room for him?

### E. Latihan Soal B

Make sentences based on the situation given. Use the expression of intention!

1. Deni : Joni phoned while you were out.  
Roni : OK. *I am going to call* him back. (I/call)
2. The sun shines brightly. I think ... nice the whole day. (the weather/be)
3. The best doctor is with Hilda now. I hope ... well soon. (she/get)
4. Hadi is turning on the television. Perhaps ... the news. (he/watch)
5. I think ... the present we bought for her. (Lina/like)

### F. Latihan Soal C

Make up short dialogue for the following situations.

1. You plan to do the Biology project at the library after school. You ask your classmate, Rina, to do it together with you.  
*You : I am going to do my biology project at the library after school. Rina, are you going to do that today, too?*  
*Rina : Yes. I am going to do it today. The sooner we finish it the better. We can go to the library together*
2. You plan to go to the movie this weekend. You ask several friends to go with you. Two of your friends definitely agree with you, but the other two cannot make up their minds. Use the expressions in the previous section in the conversation.

3. School holiday is coming soon. You plan to go to your grandma's house in the country. You want to find out what your friend is planning. Use the expressions in the previous section in the conversation.

4. It will be the school's anniversary next month. You and your classmates are discussing the plan for the class performance. One of them seems to disagree with the idea because he thinks that it will need a lot of money. Use the expressions in the previous section in the conversation.

5. A friend is absent because she/he is sick. You and your classmates plan to visit her/him this afternoon. However, one of them makes an excuse for not going. Use the expressions in the previous section in the conversation



( Taken from *Bahasa Inggris X, Kemdikbud 2017* )

## G. Penilaian Diri

Berilah tanda ceklis (V) sesuai dengan keadaan kamu masing-masing.

| No | Pernyataan  | SS | S | TS | STS |
|----|---|----|---|----|-----|
| 1  | Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.   |    |   |    |     |
| 2  | Saya belajar menggunakan modul ini secara terjadwal   |    |   |    |     |
| 3  | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain   |    |   |    |     |
| 4  | Saya sudah memahami bentuk dan penggunaan ungkapan niat / rencana dalam percakapan sehari-hari  |    |   |    |     |
| 5  | Saya dapat membuat kalimat pertanyaan dan pernyataan menggunakan ungkapan niat / rencana menggunakan pola <i>be going to</i> dan <i>would like to</i> |    |   |    |     |

Keterangan:

- 1) SS = Sangat Setuju
- 2) S = Setuju
- 3) TS = Tidak Setuju
- 4) STS = Sangat Tidak Setuju

## KEGIATAN PEMBELAJARAN 2

### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 1 ini kamu diharapkan mampu menyusun kalimat pernyataan niat/rencana melakukan suatu tindakan/kegiatan dalam bentuk teks monolog sederhana pendek dengan kreatif sesuai dengan pengalaman kamu.

### B. Uraian Materi

Anak-anak, ungkapan niat/rencana melakukan sesuatu pada waktu yang akan datang sering digunakan ketika kita mengirim pesan atau surat yang berisikan rencana atau janji yang akan dilakukan. Pelajarilah contoh-contoh dibawah ini. Perhatikan frase yang bergaris bawah.

Contoh:

1. Janji seorang calon Ketua OSIS pada saat berkampanye

*If I am elected as the president of the student organization, I am going to support sport competition in our school. We are going to have more regular practices of sports like soccer and badminton so that we can win in competitions. I would also like to hold English Competition, ...  
etc*

(Taken from Buku Bahasa Inggris X Kemdikbud 2016)

2. Monolog

*I would like to spend my holiday at home rather than travel somewhere far away. I believe I can still make the most of my break time by staying at home during holidays. For example, this holiday I am planning to throw a sleepover party with my close friends. We are going to stay up all night watching our favourite movies together. We have agreed that we are going to do it at my house, which is a good thing because I would rather host the party than go to my friends' houses, most of which are quite far. However, I will have to clean my room before, as it has gotten quite messy after I neglected it due to all the papers and exams I had to do for the last week. Although I hate cleaning during holidays, I still think it's better than having to deal with chaotic traffics out there. I am sure It's going to be a fun and memorable holiday.*

3. Pesan singkat lewat media sosial

*I am going to travel to Jakarta during the next long weekend, 24 - 26 December.  
I would like you to inform me if the hotel rooms are available.  
Thank you very much.*

### C. Rangkuman

Ungkapan niat/rencana digunakan untuk mengungkapkan janji yang akan dilakukan pada waktu yang akan datang. Ungkapan ini juga digunakan dalam membuat rencana kegiatan yang akan dilakukan.

## D. Latihan Soal

Supposed you were a president candidate for the next election. Make a text for a campaign. Tell your constituents your plans and programs to make Indonesia better. Use the expression of intentions ( *be going to* and *would like to* ) you have learnt. Write your text at least in 75 words.

## E. Penilaian Diri

Berilah tanda ceklis (V) sesuai dengan keadaan kamu masing-masing.

| No | Pernyataan   | SS | S | TS | STS |
|----|--|----|---|----|-----|
| 1  | Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.  |    |   |    |     |
| 2  | Saya belajar menggunakan modul ini secara terjadwal  |    |   |    |     |
| 3  | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain  |    |   |    |     |
| 4  | Saya sudah memahami bentuk dan penggunaan ungkapan niat / rencana dalam monolog  |    |   |    |     |
| 5  | Saya dapat membuat kalimat pernyataan menggunakan ungkapan niat / rencana menggunakan pola <i>be going to</i> dan <i>would like to</i> dalam bentuk monolog. |    |   |    |     |

Keterangan:

- 1) SS = Sangat Setuju
- 2) S = Setuju
- 3) TS = Tidak Setuju
- 4) STS = Sangat Tidak Setuju

## EVALUASI

**Read the following text and answer the questions below!**

Text:

*Next Thursday is going to be my younger sister's birthday. She is going to be 10 years old. We are going to have a simple but awesome birthday party.*

*My sister gave us the idea to celebrate her birthday last week. She is a creative girl so she wants to include Art and Creativity. In other words, everything for the party will be handmade.*

*Everyone has their own job. My siblings and I are going to create handmade decorations. My sister would like to decide the theme and tell us what to make. We would like to paint, cut, glue, draw, and do many more creative activities.*

*We are going to start doing it tomorrow. Our father is going to buy everything we need for the decoration. Our mother is going to make the birthday cake and prepare food as well as drink. I believe it would like to be the coolest party we have ever had.*

( Taken from <https://englishcoo.com/contoh-paragraf-simple-future-tense> )

1. What does the text mostly tell us about?  
.....
2. How old is she going to be five years later?  
.....
3. Why are they going to decorate by themselves?  
.....
4. Write five sentences from the text above expressing intention!  
.....  
.....  
.....  
.....  
.....
5. Do you have any plans for the year-end holiday? Make a monolog telling about your plans or programs for the holiday. Use the expression of intention (be going to or would like to). Your monolog contains at least 75 words.  
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## LAMPIRAN

### A. Kunci Latihan Soal A

1. A letter of confirmation
2. It is a formal relationship, between the committee and the keynote speaker
3. He wants to confirm.
4. The cooperation
5. He wants to be served properly

### B. Kunci Latihan Soal B

2. The weather is going to be
3. She is going to get
4. He is going to watch
5. Sarah is going to like

### C. Kunci Latihan Soal C

2. You plan to go to the movie this weekend. You ask several friends to go with you. Two of your friends definitely agree with you, but the other two cannot make up their minds

You : *I **am going to** watch the new film of Marve this weekend. Friends, **would** you **like to** join me?*

Friend 1 : *That's a good idea. I **am going to** join you. You can pick me up at home.*

Friend 2 : *I am, too.*

You : *Good. What about you? **Are you going to** hang out with us?*

Friend 3 : *I wish I could. Unfortunately, I have another plan with my Dad. We **are going to** go fishing. We have planned it since last month*

Friend 4 : *Me, too. I **would like to** have shopping with my elder sister. She **is going to** buy stationery for this new year-academic.*

3. School holiday is coming soon. You plan to go to your grandma's house in the country. You want to find out what your friend is planning

You : *Friends, My family and I **are going to** visit my grandma's house in the country this weekend. **Would you like to** go with us?*

Friend 1 : *Yes. I **would**. However, I **am going to** ask permission to my Mum. I **would like to** inform you soon.*

You : *Right. I **am going to** wait for your good news. How about you, **Are you going to** spend this weekend with us?*

Friend 2 : *I want to, but My Mum **is going to** have her guests from Malaysia. She needs me to help her prepare everything at home.*

4. It will be the school's anniversary next month. You and your classmates are discussing the plan for the class performance. One of them seems to disagree with the idea because he thinks that it will need a lot of money.

You : *Our school is going to celebrate it's anniversary next month. Our class must perform something on the stage on the day.*

Friend 1 : *That's right. I think we should perform something different there.*

You : *How about performing a musical drama?*

Friend 2 : *I think it is going to waste too much money for preparation. It is better for us to singg together with new arrangement. It is going to be better, and save our money.*  
You : *That's an excellent idea.*

5. A friend is absent because she/he is sick. You and your classmates plan to visit her/him this afternoon. However, one of them makes an excuse for not going.
- You : *Friends, Nia is sick. She has been in the hospital since a week ago. Let's visit her after school this evening.*  
Ani : *That's right. She needs our support.*  
Budi : *Okay, I am going to pick you up at four. My brother is going to drive the car.*  
Jeni : *I am sorry, Friends. I can't join you. I am going to take a driving course. I am going to take the test two days later.*  
You : *It's OK. Good luck.*

#### D. Kunci Latihan Soal

Any possible answer, the text should:

- 1) Tell about a plan or promise
- 2) contain at least 75 words
- 3) contain expression of intention (be *going to* or *would like to*)

#### E. Kunci Evaluasi

1. The text tells us about a plan for holding a birthday party
2. She is going to be fifteen years old.
3. Because the writer sister is creative enough to decorate
4. The sentences are:
  - *Next Thursday is going to be my younger sister's birthday.*
  - *She is going to be 10 years old.*
  - *We are going to have a simple but awesome birthday party*
  - *My siblings and I are going to create handmade decorations.*
  - *My sister would like to decide the theme and tell us what to make.*
  - *We would like to paint, cut, glue, draw, and do many more creative activities*
  - *We are going to start doing it tomorrow.*
  - *Our father is going to buy everything we need for the decoration.*
  - *Our mother is going to make the birthday cake and prepare food as well as drink.*
  - *I believe it would like to be the coolest party we have ever had*
5. Any possible answer, the text should
  - *Tell about a plan*
  - *contain at least 75 words,*
  - *contain expression of intention*

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
DIREKTORAT JENDERAL PENDIDIKAN ANAK USIA DINI,  
PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH  
DIREKTORAT SEKOLAH MENENGAH ATAS  
2020



# Modul Pembelajaran SMA Bahasa Inggris



KELAS  
X



# **MODUL TOURIST SPOTS BAHASA INGGRIS TEKS DESKRIPSI KELAS X**

**Penyusun**

**Dra. Yenny Sukhriani, MS. Ed**

**Unit Kerja**

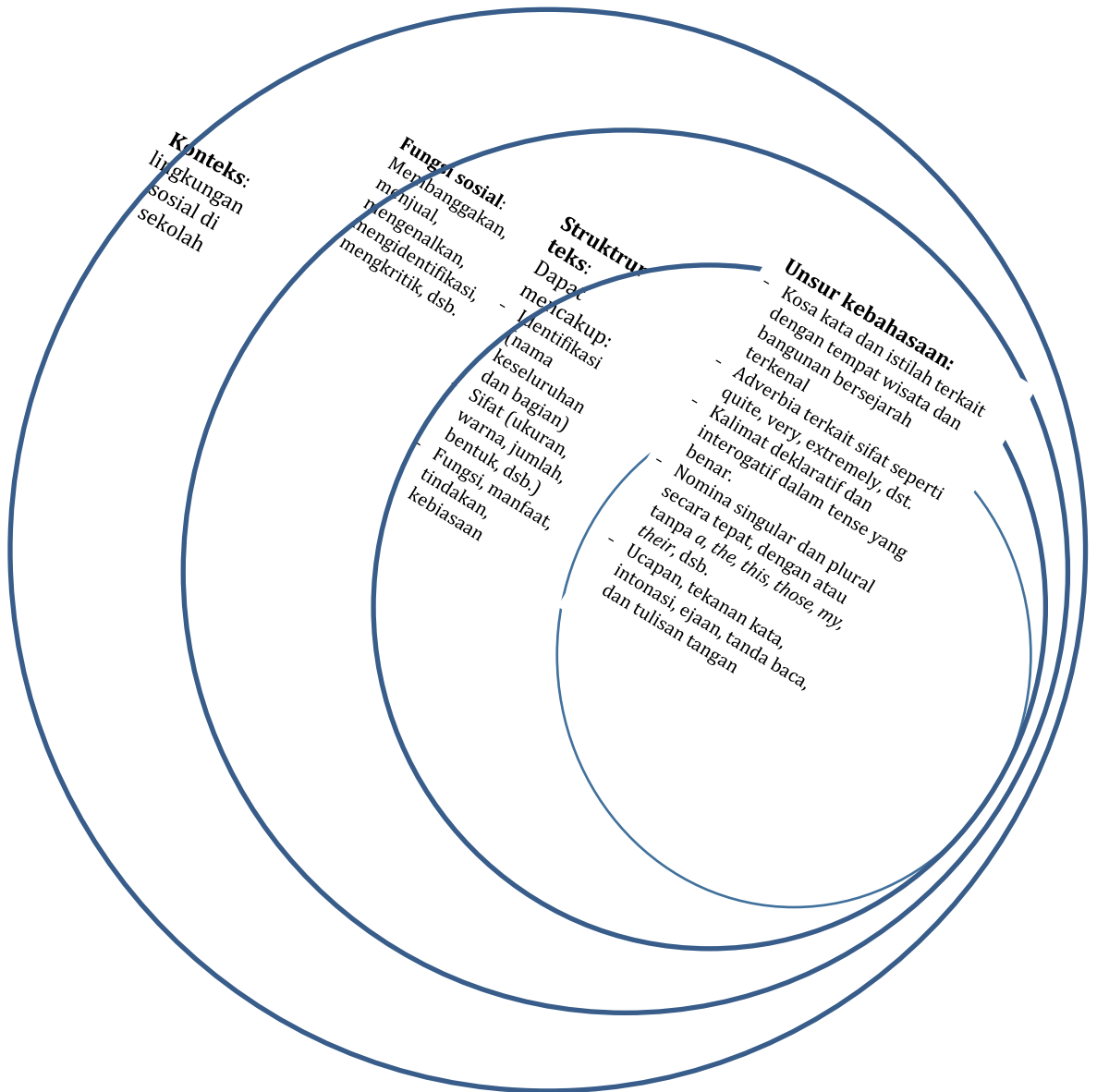
**SMA N 70 Jakarta**



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## PETA KONSEP





## GLOSARIUM

|                    |                         |
|--------------------|-------------------------|
| Identification     | : Identifikasi          |
| Spot               | : Tempat                |
| Endangered         | : Hampir punah          |
| <i>consult</i>     | : Mencek/memastikan     |
| inarguably         | : Tidak terbantahkan    |
| acknowledge        | : Mengenalkan           |
| quite              | : Agak/sedikit          |
| Promoting          | : Menjual/mempromosikan |
| <b>magnificent</b> | : Menakjubkan           |
| Similarities       | : persamaan             |
| differences        | : perbedaan             |
| mausoleum          | Bangunan Kubah          |
| impressive         | Mengesankan             |

## PENDAHULUAN

### a. Identitas Modul

|                  |                    |
|------------------|--------------------|
| Mata Pelajaran   | : Bahasa Inggris   |
| Kelas / Semester | : X / Ganjil       |
| Alokasi Waktu    | : 10 Jam Pelajaran |
| Judul Modul      | : Tourist Spots    |

### b. Kompetensi Dasar

|   |  |
|---|--|
| <p>3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> | <p>4.4. Teks deskriptif</p> <p>4.4.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> |
|---|--|

### c. Deskripsi Singkat Materi

Anda tentu pernah berkunjung ketempat wisata, bukan? Anda juga tentu pernah ditanya terkait tempat wisata yang pernah dikunjungi tersebut. Coba Anda perhatikan cuplikan kalimat yang digunakan ketika menjawab pertanyaan terkait tempat wisata yang dikunjungi. "A: *Why do you choose this place to spend your holiday?*" dan jawaban "B: *It's a cozy place and have a lot of challenging attractions for refreshing.*" Menurut Anda apakah jawaban yang diberikan merupakan deskripsi tempat? Tepat sekali! Jawaban tersebut mendeskripsikan tempat tersebut dengan tujuan memuji. Begitulah teks deskripsi sangat banyak digunakan dalam kehidupan sehari-hari.

Pada modul ini Anda akan diajak berlatih untuk mampu meminta dan memberi informasi terkait teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal. Untuk mencapai Kompetensi Dasar (KD) ini Anda perlu membaca banyak model teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal, serta menjawab pertanyaan dalam bentuk latihan terstruktur, dan kemudian membiasakan diri untuk membaca dan menulis teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal dalam kehidupan sehari-hari di lingkungan Anda. Untuk mengetahui kemajuan belajar Anda, perlu dilakukan penilaian otentik antara lain unjuk kerja dalam bentuk esei untuk kemudian dikumpulkan dalam portofolio masing-masing.

### d. Petunjuk Penggunaan Modul

Modul ini dibagi menjadi 2 bagian yaitu:

- Kegiatan Belajar (Learning Activity) 1. Let's Read
- Kegiatan Belajar (Learning Activity) 2. Let's Write

Untuk memudahkan Anda mempelajari modul ini perhatikanlah hal-hal berikut.

1. Modul ini dapat kalian pelajari secara mandiri atau kelompok, baik di sekolah maupun diluar sekolah
2. Kalian pelajari modul ini dengan menyimak, membaca, melihat dan mengamati contoh-contoh dari berbagai sumber belajar atau kalian dapat mengakses video dan website
3. Berdiskusi, belajar, berlatih, bertukar informasi akan memberikan dampak positif terhadap kemajuan belajar Anda.
4. Membaca, menirukan bunyi, berlatih berbicara dan menulis tanpa khawatir membuat kesalahan adalah salah satu langkah dalam proses pembelajaran.
5. Pelajari sumber-sumber belajar lainnya tentang pembelajaran atau latihan berkaitan dengan menafsirkan dan mengungkapkan makna lirik lagu.
6. Kerjakan tugas dan latihan, silahkan Anda analisis hasilnya sehingga Anda mengetahui kelebihan dan kekurangannya.
7. Jika ada kendala dan kalian mengalami kesulitan, diskusikan kembali dengan teman kalian dan jika masih belum mendapatkan jawaban yang kurang memuaskan tanyakan kepada guru atau pakar lainnya.

## e. Materi Pembelajaran

- **Fungsi Sosial**

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

- **Struktur Teks**

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)
- Fungsi, manfaat, tindakan, kebiasaan

- **Unsur kebahasaan**

- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
- Adverbia terkait sifat seperti *quite, very, extremely, dst.*
- Kalimat deklaratif dan interogatif dalam tense yang benar.
- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

## KEGIATAN PEMBELAJARAN 1 LET'S READ

### a. Tujuan Pembelajaran

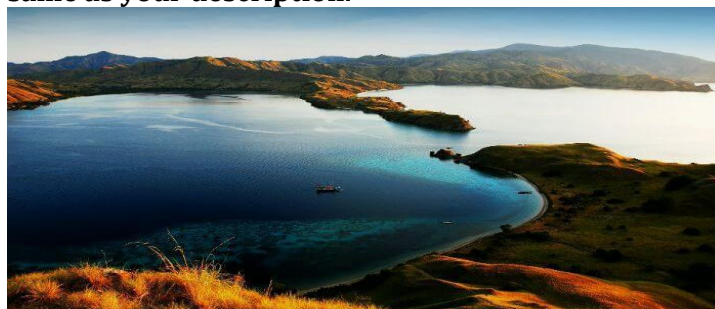
Setelah mempelajari modul yang berjudul “**Tourist Spots**” terutama learning activity 1 ini, Anda akan mampu:

- a. menganalisis fungsi sosial teks deskriptif dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal tentang tujuan dan dampak.
- b. menganalisis struktur teks deskriptif dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal tentang deskripsi tempat, aktivitas, fasilitas dsb.
- c. menganalisis unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal tentang penggunaan adverbial terkait sifat seperti *quite, very, extremely, dst* dan kalimat deklaratif/interogatif dalam tense yang benar .
- d. membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.
- e. menangkap makna teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal tentang fungsi sosial, struktur teks,dan unsur kebahasaan.

### b. Uraian Materi

Pada **Learning Activity 1** ini Anda akan diajak membaca beberapa teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal dengan tujuan yang berbeda. Secara sekilas semua teks tersebut terlihat sama-sama mendeskripsikan tempat. Tetapi ketiganya mempunyai tujuan yang berbeda dapat dilihat dari kalimat yang digunakan oleh penulis. Anda tentu sudah mengetahui bahasa membawa beribu makna tergantung konteksnya dan pemilihan kalimat. Jadi sangat penting mempunyai kemampuan literasi agar tidak terjadi kesalahpahaman akan suatu informasi. Mari berlatih memahami beberapa teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal berikut ini.

**Practice 1: Look at this picture and write down 5 words to describe the picture. Then circle the words on the box below which are the same as your description.**



|               |                |             |          |
|---------------|----------------|-------------|----------|
| Wide          | blue           | beautiful   | gorgeous |
| komodo island | Wonderful view | magnificent | lake     |

Nah sekarang mari coba membaca deskripsi tempat wisata dan bangunan bersejarah terkenal berikut dan berlatih menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi tempat wisata dan bangunan bersejarah terkenal dengan menjawab pertanyaan-pertanyaan terkait teks tersebut.

**Practice 2:**

- 1) **First, you will read silently to understand the description of tourist spots below. Make sure that you know the meaning of every word and every part of those texts. (Baca dalam hati untuk memahami makna dari teks deskripsi tersebut)**
- 2) **Second, Read out each text (text 1,2, and 3) loudly and meaningfully as if you are introducing or promoting that place and take a note on your notebook if you find some words that you do not understand. Then consult the dictionary. If possible, record your voice. (Baca dengan nyaring seolah-olah Anda seorang pemandu wisata)**

**Text 1**



Komodo island is located between Sumbawa and Flores, along western Nusa Tenggara Timur, and is popular for the presence of giant Monitor Lizards known as Komodo Dragons. The island is arid, rugged and barren and forms a part of the Komodo National Park and Marine Reserve. Aerial views prove that it is inarguably, among the most beautiful places in Indonesia.

The best time to visit the park is during the dry season, which runs from April to December.

Besides spotting endangered Komodo dragons, a range of activities can be enjoyed at the Komodo National Park such as go for kayaking, diving, trekking or the guided island tours.

Around Komodo Island can be relatively easy, but to get to Komodo, you first need to travel to Bali and then to Labuan Bajo by either plane or boat, and finally to Komodo Island by boat. A couple of local airlines fly from Bali to Labuan Bajo on Flores Island.

**Text 2**



The Taj Mahal is a white marble mausoleum recognised as 'the jewel of Muslim art in India'. It is regarded as one of the finest examples of Mughal architecture – an amalgamation of Persian, Turkish and Indian styles.

The most impressive in the Taj Mahal complex next to the tomb, is the main gate, which stands majestically in the centre of the southern wall of the forecourt. The gate is flanked on the north front by double arcade galleries. The garden in front of the galleries is subdivided into four quarters by two main walkways and each quarters in turn subdivided by the narrower cross-axial walkways, on the Timurid-Persian scheme of the

walled in garden. The enclosure walls on the east and west have a pavilion at the centre.

The Taj Mahal is a perfect symmetrical planned building, with an emphasis of bilateral symmetry along a central axis on which the main features are placed. The building material used is brick-in-lime mortar veneered with red sandstone and marble and inlay work of precious/semi precious stones. The mosque and the guest house in the Taj Mahal complex are built of red sandstone in contrast to the marble tomb in the centre. Both the buildings have a large platform over the terrace at their front. Both the mosque and the guest house are the identical structures. They have an oblong massive prayer hall consist of three vaulted bays arranged in a row with central dominant portal. The frame of the portal arches and the spandrels are veneered in white marble. The spandrels are filled with flowery arabesques of stone intarsia and the arches bordered with rope molding.

The Taj Mahal is located on the right bank of the Yamuna River in a vast Mughal garden that encompasses nearly 17 hectares, in the Agra District in Uttar Pradesh. It was built by Mughal Emperor Shah Jahan in memory of his wife Mumtaz Mahal with construction starting in 1632 AD and completed in 1648 AD, with the mosque, the guest house and the main gateway on the south, the outer courtyard and its cloisters were added subsequently and completed in 1653 AD. The existence of several historical and Qur'anic inscriptions in Arabic script have facilitated setting the chronology of Taj Mahal.

### Text 3



Derawan Island is a favorite place for exploring marine life. There are many rare animals such as the green turtle, the scarlet turtle, star fruit turtle and sea cow. The place is also home to many rare species of marine plants and coral reef. It is also a good place for scuba diving, pearl diving, fishing,

swimming and other water sports.

The entire marine conservancy region covers a total area of no less than 1.27 million hectares. It is the perfect tropical qparadise with warm, isolated islands, soft white sand beaches fringed with waving palm trees, pristine seas that change color from green to deep blue, and an amazing underwater life of giant turtles, dolphins, manta rays, dugongs and barracudas, stingless jellyfish and sometimes, whales. Here, you can find 460 different species of corals, ranking this area second only to the Raja Ampat Islands in West Papua. The Nature Conservancy and a team of international experts also found more than 870 species of fish here, ranging from tiny pygmy seahorses to giant manta rays. So, if you love marine life and water sport, Darawan island is waiting for you.

It is located just away from the mainland of East Kalimantan in the district of Berau, the Derawan archipelago comprises 31 islands, most well-known among these are the islands of Derawan, Maratua, Sangalaki and Kakaban. Here is Indonesia's largest nesting site of the rare and endangered giant green turtles and hawksbill turtles, where one can daily watch turtles lay their eggs in the sand or swim to sea with the turtles.

The best time to visit this fascinating island is during the months of September and March, when temperatures are much cooler-in the vicinity of 27°C with pleasant sea breezes.

Bagaimana, pahami Anda dengan teks deskripsi tempat wisata dan bangunan bersejarah terkenal yang Anda baca tadi. Good job.

#### ❖ Social Functions of descriptive Text

Bagaimana Anda tentu sudah paham isi teks deskripsi tempat wisata dan bangunan bersejarah terkenal tadi bukan? Good job. Teks deskriptif mempunyai beberapa fungsi sosial diantaranya untuk membanggakan, menjual, mengenali dan mengidentifikasi. Nah sekarang mari analisa fungsi sosialnya dengan menjawab pertanyaan berikut.

**Practice 3: Read out those texts (text 1, 2, and 3) one more time then answer these questions.**

- What is the text about?
- Who might be interested in reading this text?
- What is the purpose of writing each text?
- What is the benefit of reading this text?

Saya yakin Anda dapat menjawab pertanyaan – pertanyaan tadi dengan baik. Untuk lebih yakin akan jawaban Anda mari kita bahas dan kerjakan bersama-sama untuk **text 1**. Setelah teks 1 selesai lanjutkan untuk teks 2 dan 3

#### Question 1

- What is the text about?

Kata awal dari teks adalah nama tempat yang di deskripsikan maka merupakan **Subyek** dari kalimat utama yang merupakan **Topik** teks tersebut.

Maka Jawabannya:

*The text is about **the description of Komodo Island.***

#### Question 2

- Who might be interested in reading this text?

Pertanyaan menggunakan kata tanya “who” maka untuk menjawab pertanyaan ini Anda perlu membuat list orang-orang yang tertarik terhadap komodo, keindahan alam, laut.

Maka Jawabannya:



**People who might be interested in reading this text are *tourists, local people, environmental lovers.***

**OR**

***Tourists, local people, environmental lovers might be interested in reading this text.***

### Question 3

- c. What is the purpose of writing each text?

Tujuan teks deskriptif bisa dilihat bagaimana penulis memulai deskripsinya. Oleh sebab itu perhatikan kalimat awal yang digunakan. Apakah kalimat fakta, kalimat pujian/opini, atau kalimat mengajak.

Pada text 1 kalimat awal yang digunakan adalah kalimat fakta “*Komodo island **is located** between Sumbawa and Flores, along western Nusa Tenggara Timur,*” tujuannya adalah untuk mengidentifikasi.

Maka jawabannya.

*The purpose of writing each text is **to identify Komodo Island.***

### Question 4

- a. What is the benefit of reading this text?

Manfaat membaca teks tentu terkait dengan informasi yang diberikan sehingga pembaca lebih mengetahui lokasi yang dideskripsikan lebih rinci.

Maka jawabannya:

*The benefit of reading this text is **the readers will know more about Komodo Island such as location, the best time to visit, activities, how to go there.***

Nah, sekarang Anda sudah lebih paham terkait fungsi sosial teks deskriptif. Selanjutnya kita analisa struktur teks dan unsur kebahasaan dari pengumuman dengan mengamati tabel berikut yang sudah dikerjakan dikerjakan untukmu.

### ❖ Structures of descriptive Text

**Practice 4: Read text 1 one more time then analyze its structure using this table.**

|    | Parts of text   | Functions of the Parts   |
|----|---|--|
| I. | <b>Identification (name)</b>  | To identify the place  |
|    | “Komodo island is located between Sumbawa and Flores, along western Nusa Tenggara Timur,” | 1) The name<br><b>Komodo Island</b><br>2) The location<br><b>Between Sumbawa and Flores</b>                                |
| 2. | <b>Characteristic</b>   | Describe the place in more detailed information  |
|    | 1. Paragraph 1  | <b>1) Condition</b> <ul style="list-style-type: none"> <li>• Arid, rugged, and barren.</li> <li>• Aerial views.</li> </ul> |



|  |  |  |
|--|--|--|
|  | <p>The island is arid, rugged and barren and forms a part of the Komodo National Park and Marine Reserve. Aerial views prove that it is inarguably, among the most beautiful places in Indonesia.</p> <p>2. Paragraph 2</p> <p>The best time to visit the park is during the dry season, which runs from April to December.</p>  | <p><b>2) Visiting time</b></p> <ul style="list-style-type: none"> <li>• The dry season - April to December.</li> </ul>   |
|  | <p><b>Function/benefit/activity</b></p>  | <p>Describe activity that can be done at the place</p>   |
|  | <p>Paragraph 3</p> <p>Besides spotting endangered Komodo dragons, a range of activities can be enjoyed at the Komodo National Park such as go for kayaking, diving, trekking or the guided island tours.</p> <p>Around Komodo Island can be relatively easy, but to get to Komodo, you first need to travel to Bali and then to Labuan Bajo by either plane or boat, and finally to Komodo Island by boat. A couple of local airlines fly from Bali to Labuan Bajo on Flores Island.</p> | <p><b>3) Activity</b></p> <ul style="list-style-type: none"> <li>• Spotting endangered Komodo dragons</li> <li>• Kayaking</li> <li>• Diving</li> <li>• Trekking</li> </ul> <p><b>4) Transportation</b></p> <ul style="list-style-type: none"> <li>• Plane</li> <li>• Boat</li> </ul> |

❖ **The language features of Descriptive Text**

**Practice 5: Read text 1 one more time then analyze its structure using this table.**

|  |
|--|
| <p><b>Identification</b></p> <p>1) A sentence in the firth paragraph containing <b>important facts</b> about the tourist spot: (1) the name and (2) the location; the verb in the <b>passive (present tense)</b>.</p> <ul style="list-style-type: none"> <li>- Passive voice - <b>is located</b></li> <li>- Present Tense - <b>is</b></li> </ul> <p><b>Characteristic</b></p> <p>2) A sentence or sentences in the firth and second paragraph containing <b>all important facts</b> about the tourist spot: (1) the condition and (2) the visiting time; the verb in the <b>present tense</b>.</p> |
|--|

- The island **is** arid, rugged and barren, and **forms** a part of the Komodo National Park and Marine Reserve.
- Aerial views **prove** that it **is** inarguably, among the most beautiful places in Indonesia.
- The best time to visit the park **is** during the dry season, which **runs** from April to December.

**Activity**

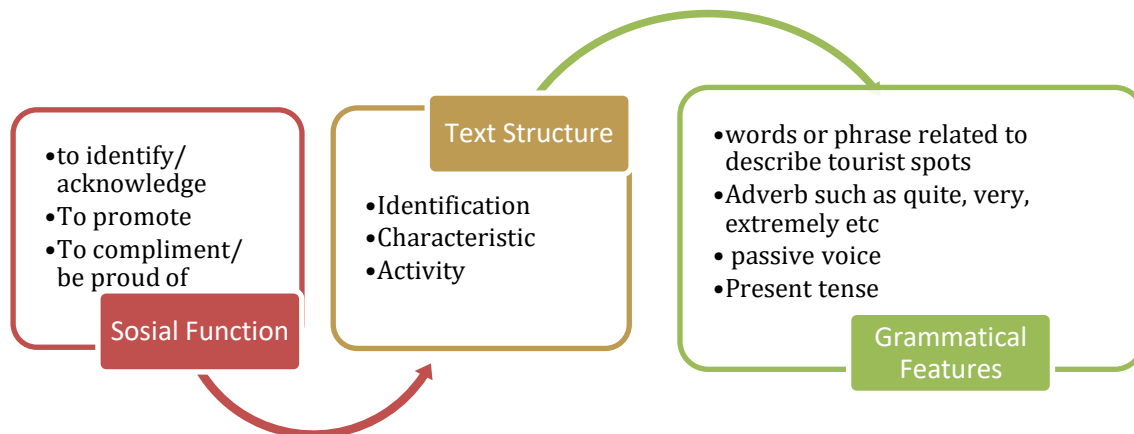
3) A sentence or sentences in the third paragraph containing **all important facts** about the subject of the tourist spot: (3) Activity; **Participle [present]**.

- Besides **spotting** endangered Komodo dragons, a range of activities can be enjoyed at the Komodo National Park such as go for **kayaking, diving, trekking**

Saya yakin Anda sudah dapat menangkap makna dari teks deskripsi tempat wisata dan bangunan bersejarah terkenal tadi terkait fungsi sosial, struktur teks, dan unsur kebahasaannya.

**c. Rangkuman**

Setelah membaca beberapa teks dan paparan diatas, pastinya Anda sekarang lebih memahami tentang Decriptive text, khususnya yang berkenaan dengan Historical Building. Untuk mempertajam pemahaman Anda, silahkan perhatikan bagan rangkuman dibawah ini :



**d. Latihan Soal**

Agar lebih mahir dalam menangkap makna berbagai teks deskripsi tempat wisata dan bangunan bersejarah terkenal, mari berlatih melakukan hal yang sama untuk teks 2 dan 3 untuk menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan kedua tersebut.

**Social Functions of descriptive Text**

**Practice 6: Read out text 2 and 3 one more time then answer the questions on page 8 (Practice 3)**

| Question      | TEXT 2 | TEXT 3 |
|---------------|--------|--------|
| Topic         |        |        |
| Target Reader |        |        |
| Purpose       |        |        |
| Benefit       |        |        |

**Practice 7: Read text 2 and 3 one more time then analyze its structure using this table.**

|    | Parts of text                             | Functions of the Parts                          |
|----|---|---|
| I. | <b>Identification (name)</b>              | To identify the place                           |
|    | -----<br>-----                            | 1) The name<br>_____                            |
|    |   | 2) The location<br>_____                        |
| 2. | <b>Characteristic</b>                     | Describe the place in more detailed information |
|    | 1. Paragraph 1<br>_____<br>_____<br>_____ | <b>3) Condition</b><br>• _____<br>• _____       |
|    | 2. Paragraph 2<br>_____<br>_____<br>_____ | <b>4) Visiting time</b><br>• _____<br>_____     |
| 3. | <b>Function/benefit/activity</b>          | Describe activity that can be done at the place |
|    | Paragraph 3                               | <b>5) Activity</b><br>• _____<br>• _____        |
|    |   | <b>6) Transportation</b><br>• _____<br>• _____  |

**Practice 8: Read text 2 and 3 one more time then analyze its structure using this table.**

|   |
|---|
| <p><b><u>Identification</u></b></p> <p>1) A sentence in the first paragraph containing <b>important facts</b> about the tourist spot: (1) the name and (2) the location; the verb in the _____.</p> <p>- _____</p> <p>- _____</p> <p><b><u>Characteristic</u></b></p> |
|---|

- 2) A sentence or sentences in the first and second paragraph containing **all important facts** about the tourist spot: (1) the condition and (2) the visiting time; the verb in the **present tense**.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Activity**

- 3) A sentence or sentences in the third paragraph containing **all important facts** about the subject of the tourist spot: (3) Activity;

- \_\_\_\_\_
- \_\_\_\_\_

**Practice 9: Read out text 4 below then answer the questions the questions that follow! Handwrite your complete answers on your notebook.**

**Text 4**



**Tongkonan** is the traditional ancestral house, or *Rumah adat* of the Torajan people, in South Sulawesi, Indonesia. *Tongkonan* have a distinguishing boat-shaped and oversized saddleback roof. Like most of Indo's Austronesian-based traditional architecture *tongkonan* are built on piles. The construction of *tongkonan* is laborious work and it is usually built with

the help of all family members or friends. In the original Toraja society, only nobles had the right to build *tongkonan*. Commoners live in smaller and less decorated homes called *ba Tongkonan* are customarily built facing north-south. Dominating the entire structure is the saddleback roof with gables that are dramatically upswept. The internal space is small in comparison with the overwhelming roof structure that covers it. Interiors are typically cramped and dark with few windows, however, most of daily life is lived outside the homes, with interiors simply intended for sleeping, storage, meetings and occasionally protection.

A large *tongkonan* can take a crew of ten about three months to build and another month to carve and paint the outside walls. Bamboo scaffold is erected for the duration of the construction phase. Traditionally tongue and groove joinery has been used without the need for nails. A number of components are pre-fabricated with final assembly *in-situ*. Although built on a log cabin-style sub-structure, *tongkonan* are set on large vertical wooden piles with mortises cut into their ends to grasp the horizontal tie beams. The tops of the piles are notched for the longitudinal and transverse beams that support the upper structure. The remainder of the sub-structure is assembled *in-situ*. The transverse beams are fitted into the notched piles, and then notched to fit the longitudinal beams. Side panels, which are often decorated, are then formed on these main horizontal beams. The distinctive curved roof shape is obtained through a series of vertical hanging spars supporting upwardly angled beams. A vertical free-standing pole supports that portion of the ridge pole extending beyond the ridge purlin. Bamboo staves bound with rattan are assembled transversely in layers and tied longitudinally to the rafters forming the roof. The under roofing is of bamboo

culm. Wooden boards laid over thick hardwood joists form the floors. Nowadays, zinc roofing sheets and nails are increasingly used.

The *tongkonan* at Ke'te' Kesu' is reputed to be 500 years old; too old to trace a direct descendant from the founder to maintain the title that goes with the house. The buildings themselves, however, are constantly maintained and renewed, thus this age refers to the length of time years for which that particular site has been used as a meeting place

**Questions:**

- a. What is the text about?
- b. Who might be interested in reading this text?
- c. What is the purpose of writing each text?
- d. What is the benefit of reading this text?
- e. What does paragraph 2 mainly talk about?
- f. Mention 3 words from the text that you is not familiar for you!

Bagaimana jawaban Anda untuk text 4 tadi? Saya yakin anda benar semua. Jika ada yang belum tepat, jangan putus asa. Silahkan dicoba lagi dengan memperbaiki jawaban and. Makin sering berlatih makin mahir Anda dalam bahasa Inggris. Pernah dengar ungkapan "***Practice makes perfect***" Sekarang saatnya berlatih menganalisa dua teks berikut terkait fungsi sosial, struktur teks, dan unsur kebahasaan.

|  |   |
|--|---|
| <p><b>Text 5</b><br/> <b>Pulau Merah is one of awesome 'hidden' gems that Indonesia has.</b> It is still virgin with many trees. It has a vast white sandy beach stretching for miles, featuring the island in the middle of the bay. Not only sandy beach, there are also great scenery with many amazing tremendous rocks and sunset.</p> <p>Moreover, the constant and huge waves invite surfers to have an enjoyable surfing and experience the mystical feeling of surfing next to this gigantic "red island" rock in the middle of waves though it is very forgiving beach break.</p> <p>It takes 3 hours from Banyuwangi to reach this place or about 1 hour from Purwoharjo.</p> | <p><b>Text 6</b><br/> <b>Venice is a magical place to explore and experience</b> unique environment to enjoy the day with an atmosphere so romantic in the evening.</p> <p>In the evenings, in that mysterious silence that is only possible in Venice, the city becomes even more extraordinary and dreamlike, leaving us time to abandon ourselves to romance, poetry, and melancholy.</p> <p>Venice needs to be visited day and night to get the real unforgettable feeling. Find your Venice's hotels, search for them on the Venice Italy map, and make your reservation before you leave.</p> |
|--|---|

**Practice 7: Please compare the two texts (Text 5 and 6) above by telling their similarities and the differences in the following grid.**

| Similarities | Differences |
|--------------|-------------|
|              |             |

Bagaimana analisa Anda tadi? Good job! Tepat sekali, itu artinya Anda sudah memahami bagaimana menangkap makna teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal yang Anda baca. Tetapi jika jawaban Anda masih ada yang salah, jangan putus asa. Baca sekali lagi teks – teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal tadi.

### e. Penilaian Diri

Di akhir kegiatan pembelajaran 1, silahkan Anda mengukur sejauh mana keberhasilan Anda mengikuti pembelajaran dengan menjawab pertanyaan yang Anda tulis di buku catatan masing masing.

| ASPEK  | YA | TIDAK |
|--|----|-------|
| Saya mempelajari modul ini secara sungguh-sungguh. |    |       |
| Saya mengerjakan latihan dengan jujur              |    |       |
| Saya mengetahui pengertian teks berita             |    |       |
| Saya mengetahui struktur teks berita               |    |       |
| Saya mengetahui unsur kebahasaan yang digunakan    |    |       |

## KEGIATAN PEMBELAJARAN 2 LET'S WRITE

### a. Tujuan

Setelah mempelajari modul yang berjudul “**Tourist Spots**” terutama *learning activity 2* ini, Anda akan mampu:

1. merancang teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.
2. menggunakan adverbial terkait sifat seperti *quite, very, extremely, dst* dan kalimat deklaratif/interogatif dalam tense yang benar.
3. Menulis teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.

### b. Uraian Materi

Setelah membaca beberapa teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal pada *Learning activity 1*, maka sekarang saatnya berlatih menuliskan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal. Sebelum berlatih menulis teks deskripsi, perlu diingat bahwa tujuan teks deskripsi ada beberapa oleh sebab itu tentukan terlebih dahulu tujuan menuliskan teks deskripsi sehingga akan mempengaruhi pilihan kata dan kalimat Anda nantinya.

Mari kita review teks 5 dan 6 yang ada baca tadi. Dua teks ini berbeda tujuan. Teks 5 tujuannya menbanggakan sedangkan teks 6 mempromosikan. Mari kita amati!

|  |  |
|--|--|
| <p><b>Text 5</b><br/> <b>Pulau Merah is one of awesome 'hidden' gems that Indonesia has.</b><br/>                     It is still virgin with many trees. It has a vast white sandy beach stretching for miles, featuring the island in the middle of the bay. Not only sandy beach, there are also great scenery with many amazing tremendous rocks and sunset.</p> <p>Moreover, the constant and huge waves invite surfers to have an enjoyable surfing and experience the mystical feeling of surfing next to this gigantic “red island” rock in the middle of waves though it is very forgiving beach break.</p> <p><b>It takes 3 hours from Banyuwangi to reach this place or about 1 hour from Purwoharjo.</b></p> | <p><b>Text 6</b><br/> <b>Venice is a magical place to explore and experience</b> unique environment to enjoy the day with an atmosphere so romantic in the evening.</p> <p>In the evenings, in that mysterious silence that is only possible in Venice, the city becomes even more extraordinary and dreamlike, leaving us time to abandon ourselves to romance, poetry, and melancholy.</p> <p>Venice needs to be visited day and night to get the real unforgettable feeling. <b>Find your Venice's hotels, search for them on the Venice Italy map, and make your reservation before you leave.</b></p> |
|--|--|

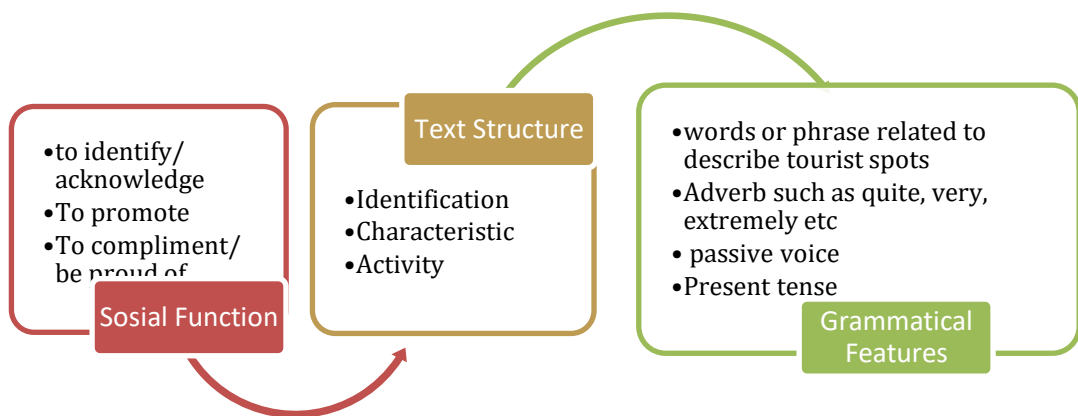
Perhatikan kalimat awal sebagai identifikasi dari kedua teks tersebut yang sudah ditebalkan. Teks 5 menggunakan kalimat memuji (*Pulau Merah is one of **awesome 'hidden' gems** that Indonesia has*). Sedangkan teks 6 menggunakan kalimat memuji dengan mengajak melakukan sesuatu (*Venice is **a magical place to explore and experience***).

Nah sekarang mari kita lihat kalimat akhir dari masing-masing teks.

Teks 5 menggunakan kalimat pernyataan biasa terkait informasi menuju lokasi (*It takes 3 hours from Banyuwangi to reach this place or about 1 hour from Purwoharjo.*). Sedangkan teks 6 menggunakan kalimat mengajak ditandai dengan penggunaan kalimat yang dimulai dengan kata kerja. (*Find your Venice's hotels, search for them on the Venice Italy map, and make your reservation before you leave.*)

### c. Rangkuman

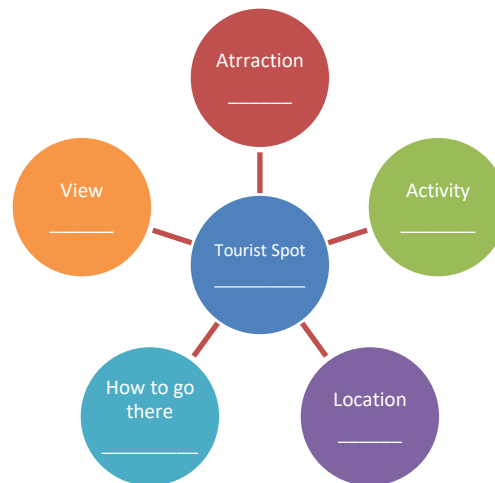
Jadi sebelum berlatih untuk menulis, Anda harus mengerti betul bagian bagian teks Deskriptif dan juga fungsi sosialnya. Cermati kembali informasi dibawah ini :



### d. Latihan

**Let's practice, remember decide your purpose before starting your writing.**  
**Practice 1: Design your mind mapping about a tourist spot by filling in the following chart.**





Bagaimana Anda tentu bisa mengisi bagan tadi dengan rincian informasi terkait tempat wisata yang akan dideskripsikan, bukan? Good job! Beberapa kata kunci yang sudah tersedia diatas dapat dikembangkan dengan cara menghubungkan kata kunci dengan informasi data tempat bersejarah, dengan demikian Anda bisa menggunakannya sebagai *starting point* untuk mulai menulis.

Nah sekarang saatnya berlatih menuliskan deskripsi tempat wisata dalam bahasa Inggris menggunakan bahasa Anda sendiri. Jangan putus asa jika ada kata yang tidak Anda ketahui bahasa Inggrisnya. Anda boleh melihat kamus baik cetak maupun digital.

**Practice 2: Based on the designed chart before, please write a descripton of a Tourist spot for the purpose of promoting.**

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

**e. Penilaian Diri**

Di akhir kegiatan kegiatan pembelajaran 2, silahkan Anda mengukur sejauh mana keberhasilan Anda mengikuti pembelajaran dengan menjawab pertanyaan yang Anda tulis di buku catatan masing masing.

| ASPEK  | YA | TIDAK |
|--|----|-------|
| Saya mempelajari modul ini secara sungguh-sungguh.     |    |       |
| Saya mengerjakan latihan dengan jujur                  |    |       |
| Saya memahami cara menyusun mind mapping untuk menulis |    |       |

|   |  |  |
|---|--|--|
| Saya dapat menyusun informasi yang didapatkan untuk membuat teks Deskriptif tentang Historical Building |  |  |
| Saya dapat menulis teks Deskriptif yang sesuai dengan kaidah yang berlaku                               |  |  |

## PENUTUP

### EVALUASI

#### A. MULTIPLE CHOICE

##### **This text for questions no 1 – 3**

The Great Wall, one of the greatest wonders of the world, was listed as a World Heritage by UNESCO in 1987. Just like a gigantic dragon, the Great Wall winds up and down across deserts, grasslands, mountains and plateaus, stretching approximately 8,851.8 kilometers (5,500 miles) from east to west of China. With a history of more than 2000 years, some of the sections are now in ruins or have disappeared. However, it is still one of the most appealing attractions all around the world owing to its architectural grandeur and historical significance.

Great Wall of China is the longest structure ever built. It was erected entirely by hand. The main part of the wall is about 3,460 kilometres long. One of the highest sections of the Great Wall, on Mount Badaling, near Beijing, rises to about 11 metres high. This section is about 7.5 metres wide at its base and nearly 6 metres at the top. Watchtowers stand about 90 to 180 metres apart along the wall.

1. We know from the text that Great Wall is ....
  - A. not a high building
  - B. located in southeast china
  - C. built by using high technology
  - D. built without using technology
  - E. the longest construction in the world
  
2. What makes people attracted to come to Great Wall?
  - A. Its highest and long sections
  - B. Its longest structure ever built
  - C. Its location and the condition of the win
  - D. Its deserts, grasslands, mountains and plateaus
  - E. Its architectural grandeur and historical significance.
  
3. Why did the writer write the text?
  - A. To identify Great Wall of China
  - B. To criticize Great Wall of China
  - C. To promote Great Wall of China
  - D. To describe of Great Wall of China
  - E. To compliment Great Wall of China

##### **This text for questions no 4 – 6**

##### PETRUK CAVE

Petruk Cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in Dukuh Mandayana Candirenggo village, Ayah District, Kebumen Regency. In the Petruk Cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk Cave is very dark to be entered. The name is taken from the Punokawan of puppet characters that is Petruk. The cave named Petruk cave because the length of it is like the petruk's nose.

In the cave there are three floors, the first is a basic cave, Hindu cave and Petruk. The base cave is a short cave, which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near the end of the cave.

4. The purpose of the text is to ...
  - A. inform about tourism in Kebumen
  - B. tell the readers about Petruk cave
  - C. explain how to get to Petruk cave
  - D. acknowledge Petruk Cave
  - E. promote Petruk Cave
  
5. What makes Petruk cave worth to visit?
  - A. It is not far from the beach and waterfall.
  - B. It has so many stalactites and stalagmites.
  - C. The cave's depth is as deep as Petruk's nose
  - D. It is the place to put offerings to the ancestor.
  - E. It's length is the similar form as Petruk's nose
  
6. In the Petruk Cave there is no lighting that **illuminates** the cave.  
The underlined word means....
  - A. lights
  - B. raises
  - C. clarifies
  - D. darkens
  - E. explains

**This text for questions no 7 - 10**

**Sydney Opera House**



The Sydney Opera House, a world-class performing arts venue and iconic Australian landmark, defines the Sydney Harbour in the heart of the city. Designed by Danish architect Jorn Utzon, the structure is a masterpiece of late 20th-century architecture, despite challenges that plagued the 15-year project before it was formally opened by Queen Elizabeth II in 1973. Distinguished by soaring halls with a white ceramic-tiled exterior shaped to evoke the sails of a yacht, this UNESCO World Heritage Site is a must-see Sydney attraction.

The Sydney Opera House is a highlight of any city tour or harbor cruise, and it is well worth an up-close look, too. It's best explored as part of a guided tour, either a guided walking option that hits highlights of the building's history and architecture or an in-depth tour that goes backstage to concert halls, green rooms, and studios usually off-limits to visitors. Given that this is a functioning performance venue, visitors can also experience the Opera House by attending a show, whether pairing a theater performance with dinner as part of an evening package, or dining along the waterfront before a night of ballet.

Attending a performance at the Opera House is a must for music, dance, and theater fans. Tickets for tours and events often sell out, so it's best to book in advance. Public areas of the complex are wheelchair accessible, and accessible show seating is available for all performances (seats must be pre-booked, and availability is limited).

Unless visiting on a guided tour, travelers are unable to access the Concert Hall and Joan Sutherland Theatre foyers or performance spaces. The Opera House complex contains restaurants, bars, cafes, shops, and outdoor plazas.

7. What is the purpose of the text above?
  - A. To compliment the Sydney Opera House.
  - B. To promote Sydney Opera House to the readers.
  - C. To explain about Sydney Opera House to the readers.
  - D. To identify Sydney Opera House, as a tourist attraction.
  - E. To retell the writer's experience in Sydney Opera House.
  
8. What is the writer's recommendation in visiting Sydney Opera House?
  - A. Restaurants and bars are the only place to visit
  - B. Visitor must accompanied by a tour guide
  - C. Sydney Opera House's tickets are free
  - D. Visitors must like music, dance and art
  - E. Visitors must use wheelchairs
  
9. The main idea of paragraph 3 is...
  - A. Visitors to Sydney Opera House must buy tickets in advance due to limited seat.
  - B. Visitors must know several things before going to Sydney Opera House
  - C. The Sydney Opera House has many facilities that suit wheelchairs
  - D. Sydney Opera House's visitors are music, dance, and theater fans
  - E. The Sydney Opera House is accessible for wheelchairs
  
10. "...Distinguished by **soaring** halls with a white ceramic-tiled exterior shaped to evoke the sails of a yacht." The underlined word has the same meaning as ...
  - A. big
  - B. wide
  - C. huge
  - D. high
  - E. large

## ESSAY

**This text is for questions number 11 – 15**

Several bridges named **London Bridge** have spanned the River Thames between the City of London and Southward, in central London. The current crossing, which opened to traffic in 1973, is a box girder bridge built from concrete and steel. It replaced a 19th-century stone-arched bridge, which in turn superseded a 600-year-old stone-built medieval structure. This was preceded by a succession of timber bridges, the first of which was built by the Roman founders of London.

The current bridge stands at the western end of the Pool of London and is positioned 30 meters (98 ft.) upstream from previous alignments. The approaches to the medieval bridge were marked by the church of St Magnus-the-Martyr on the northern bank and by Southward Cathedral on the southern shore. Until Putney Bridge opened in 1729, London Bridge was the only road-crossing of the Thames downstream of Kingston upon Thames. London Bridge has been depicted in its several forms, in art, literature, and songs, including the nursery

rhyme "London Bridge Is Falling Down".

The modern bridge is owned and maintained by Bridge House Estates, an independent charity of medieval origin overseen by the City of London Corporation. It carries the A3 road, **which ... by the Greater London Authority**. The crossing also delineates an area along the southern bank of the River Thames, between London Bridge and Tower Bridge, that has been designated as a business improvement district.

1. What does paragraph 2 mainly talk about?  
\_\_\_\_\_
2. How is the London Bridge?  
\_\_\_\_\_
3. What is the benefit of reading the text?  
\_\_\_\_\_
4. What make people interested in visiting London Bridge?  
\_\_\_\_\_
5. What is the purpose of this text?  
\_\_\_\_\_

#### Kunci Jawaban

##### A. Multiple Choice

1. E
2. E
3. D
4. B
5. B
6. A
7. B
8. B
9. D
10. E

##### B. Essay

1. Paragraph 2 mainly talks about the description of London Bridge
2. London Bridge has been depicted in its several forms, in art, literature, and songs, including the nursery rhyme "London Bridge Is Falling Down".
3. We can find many informations about London Bridge that gain our knowledge especially dealing with historical building.
4. London Bridge is famous with its unique building and an interesting history behind it

## Daftar Pustaka

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
DIREKTORAT JENDERAL PENDIDIKAN ANAK USIA DINI,  
PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH  
DIREKTORAT SEKOLAH MENENGAH ATAS  
2020



# Modul Pembelajaran SMA Bahasa Inggris



KELAS  
X





# **MODUL ANNOUNCEMENT BAHASA INGGRIS**

## **TEKS FUNGSIONAL KHUSUS BERBENTUK PEMBERITAHUAN KELAS X**

**PENYUSUN**

**Dra.Yenny Sukhriani, MS.Ed  
SMA Negeri 70 Jakarta**

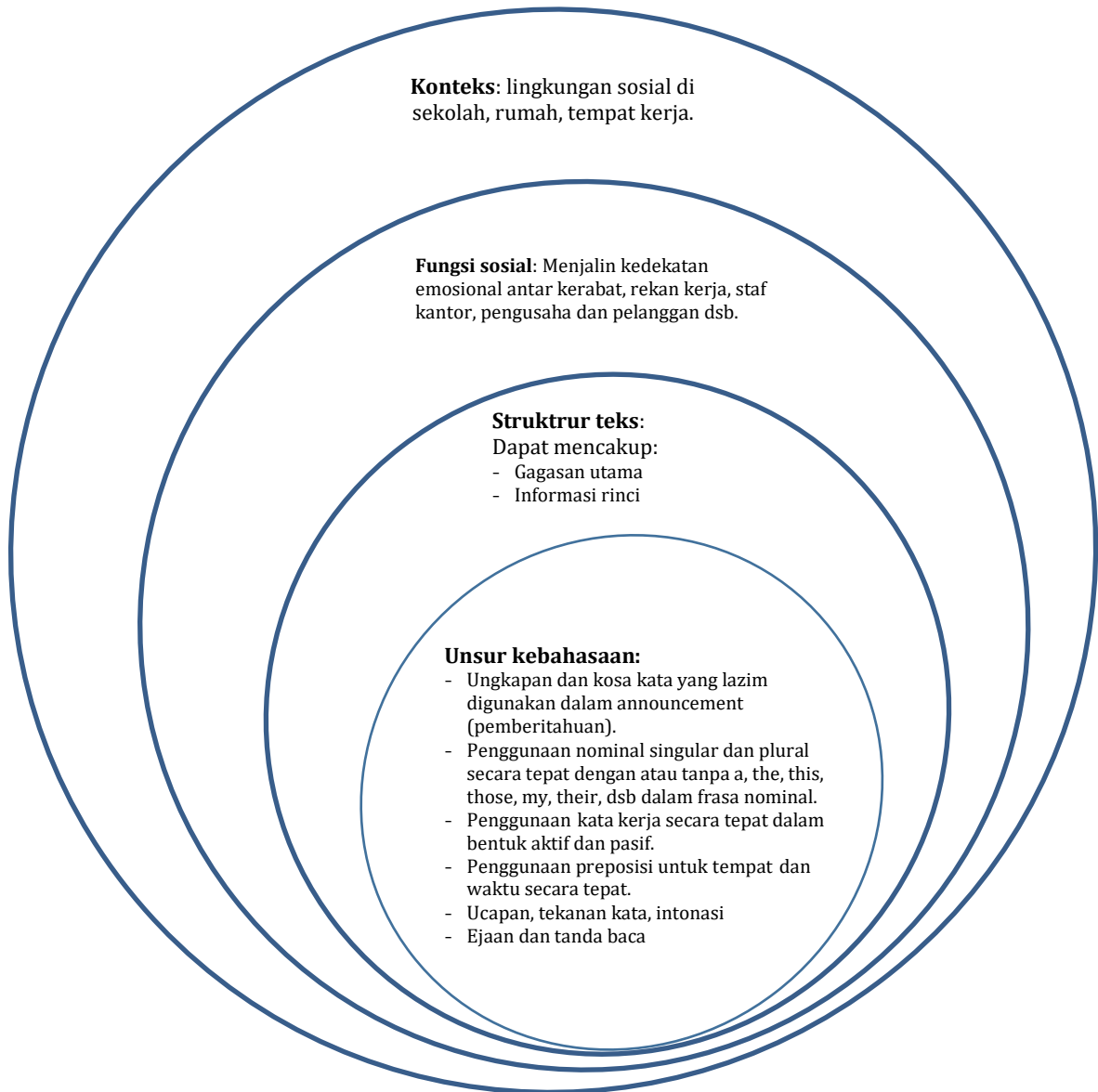
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## GLOSARIUM

|                 |   |                               |
|-----------------|---|-------------------------------|
| announcement    | : | Pengumuman atau pemberitahuan |
| concurrent      | : | Simultan/berkelanjutan        |
| containing      | : | berisi                        |
| outstanding     | : | Sangat bagus/mengagumkan      |
| <i>consult</i>  | : | Mencek/memastikan             |
| differences     | : | perbedaan                     |
| marketing plans | : | rencana pemasaran             |
| publish         | : | mempublikasi                  |
| reminder        | : | peringatkan                   |
| similarities    | : | kesamaan                      |
| substantial     | : | sangat penting                |

## PETA KONSEP



## PENDAHULUAN

### A. Identitas Modul

|                |                    |
|----------------|--------------------|
| Mata Pelajaran | : Bahasa Inggris   |
| Kelas/Semester | : X / Ganjil       |
| Alokasi Waktu  | : 12 Jam Pelajaran |
| Judul Modul    | : Announcement     |

### B. Kompetensi Dasar

| Kompetensi Dasar  | Kompetensi Dasar   |
|---|--|
| 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan ( <i>announcement</i> ), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya | 4.5 Teks pemberitahuan ( <i>announcement</i> )<br>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan ( <i>announcement</i> )<br>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan ( <i>announcement</i> ), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks |

### C. Deskripsi Singkat Materi

Anda tentu pernah membaca atau mendengar sebuah pengumuman bukan? Coba Anda perhatikan ungkapan berikut. “*Attention, please! I’d like to inform that ...*” dan “*May I have your attention, I found some money on the way to canteen. Is there any of you lost some?.*” Kapan ungkapan-ungkapan tersebut digunakan? Tepat sekali. Kedua ungkapan tersebut biasa digunakan untuk memberi pengumuman secara lisan.

Pada modul ini Anda akan diajak berlatih untuk mampu **meminta dan memberi informasi** terkait teks khusus berbentuk pengumuman (*announcement*). Untuk mencapai Kompetensi Dasar (KD) ini Anda perlu membaca banyak model teks pengumuman (*announcement*), serta menjawab pertanyaan dalam bentuk latihan terstruktur, dan kemudian membiasakan diri untuk membaca dan menulis teks *announcement* dalam kehidupan sehari-hari di lingkungan Anda. Untuk mengetahui kemajuan belajar Anda, perlu dilakukan penilaian otentik antara lain unjuk kerja dalam bentuk esei untuk kemudian dikumpulkan dalam portofolio masing-masing.

### D. Petunjuk Penggunaan Modul

Modul ini dibagi menjadi 2 bagian yaitu:

- Kegiatan Belajar (Learning Activity) 1. Let’s Read
- Kegiatan Belajar (Learning Activity) 2. Let’s Write

Untuk memudahkan Anda mempelajari modul ini perhatikanlah hal-hal berikut.

- Bacalah Modul Anda dengan cermat
- Kerjakan setiap latihan sesuai petunjuk
- Pelajarilah penjelasan dengan cermat.
- Jika menemukan kesulitan dalam menyelesaikan tugas berkonsultasilah dengan guru Anda.
- Gunakan kamus jika diperlukan.

## E. Materi Pembelajaran

- **Fungsi Sosial**

Menjalin kedekatan emosional antar kerabat, rekan kerja, staf kantor, pengusaha dan pelanggan dsb., dengan cara menulis pemberitahuan tentang peristiwa penting, seperti kelahiran, perkawinan, wisuda, pindah ke gedung baru, dsb.

- **Struktur Teks**

Struktur pengumuman dapat berbentuk:

- Gagasan utama
- Informasi rinci

- **Unsur Kebahasaan**

- Ungkapan dan kosa kata yang lazim digunakan dalam announcement (pemberitahuan).
- Penggunaan nominal singular dan plural secara tepat dengan atau tanpa a, the, this, those, my, their, dsb dalam frasa nominal.
- Penggunaan kata kerja secara tepat dalam bentuk aktif dan pasif.
- Penggunaan preposisi untuk tempat dan waktu secara tepat.
- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca
- Tulisan tangan

- **Topik**

Peristiwa atau kegiatan penting yang terkait dengan hidup peserta didik di sekolah, rumah, dan masyarakat dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.

# KEGIATAN PEMBELAJARAN 1

## LET'S READ

### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 1 ini diharapkan siswa dapat:

- menganalisis fungsi sosial teks khusus dalam bentuk pemberitahuan (*announcement*) tentang tujuan, mamfaat, dan dampak dari teks.
- menganalisis struktur teks khusus dalam bentuk pemberitahuan (*announcement*) tentang informani dalam teks, ide atau gagasan yang dipaparkan.
- menganalisis unsur kebahasaan teks khusus dalam bentuk pemberitahuan (*announcement*) tentang kosa kata yang lazim, kata kerja secara tepat dalam bentuk aktif dan pasif, serta preposisi untuk tempat dan waktu secara tepat .
- membedakan beberapa teks khusus dalam bentuk pemberitahuan (*announcement*).
- menangkap teks khusus dalam bentuk pemberitahuan (*announcement*).

### B. Uraian Materi

Di sini Anda akan membaca beberapa pengumuman tertulis. Pertama mari kita berlatih memahami teks untuk mencari gagasan utama. Anda tentu masih ingat bagaimana mencari gagasan utama (*main idea*) dari sebuah teks? **Good!** Namun demikian mari diulang kembali bagaimana mencari gagasan utama.

Untuk menemukan gambaran umum dari sebuah wacana Anda harus membaca wacana tersebut dengan cepat atau sekilas. Misalnya, ketika Anda melihat pengumuman, sebelum dibaca ada pertanyaan di benak Anda “Tentang apakah gerangan?” Lalu Anda baca pengumuam tersebut dengan cepat. Pertanyaan tadi terjawab “Lomba pidato bahasa Inggris” tanpa membaca satu persatu tulisan yang tertera dalam pengumuman itu. Selain menemukan gagasan utama, modul ini juga akan melatih Anda berpikir kritis dengan mengerjakan latihan-latihan berpikir tingkat tinggi seperti menganalisis dan membedakan tujuan dan dampak dari pengumuman tersebut.

Nah sekarang mari coba membaca pengumuman berikut dan berlatih menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks pengumuman dengan menjawab pertanyaan-pertanyaan terkait pengumuman tersebut.

#### Practice 1:

- 1) First, you will read silently to understand the announcement below. Make sure that you know the meaning of every word and every part of the announcement. (Baca dalam hati untuk memahami makna dari pengumuman)**
- 2) Second, read out this text (text 1) loudly and meaningfully as if you are giving an announcement and take a note on your notebook if you find some words that you do not understand. Then consult the dictionary. If possible, record your voice. (Baca dengan nyaring seolah-olah memberi pengumuman)**

### Text 1

To : Resource inc. Staff, Resource inc. Clients  
Subject: Promotion Announcement – John David

Dear staff,

I would like to announce the promotion of John David as a new marketing Head of Resource inc. John has worked for our company for twelve years and climbed his professional ladder with absolute adeptness, which is rare nowadays.

As marketing manager of Resource inc., he has bought a huge percentage of the company business. His influence on sale and business retention has been substantial and he possesses an excellent record of customer relations and timely service delivery.

During John's time in the marketing department, he has taken on additional responsibility and worked extra hours to meet deadline. We anticipate that as a head of the marketing department, John's input and work aggression will be multifold. His work duties now include creating and implementing marketing plans for the Amadeus project that has been entrusted to the company. He will be leading the marketing team through this five-year project and will also be working on various other concurrent projects.

Let us all congratulate John on his outstanding performance in previous years, which led to his promotion today. I wish him luck for all future endeavors he undertakes.

Regard

Mark Corelli  
Director Marketing and Communication  
Resource Inc.

### Social Functions of an announcement

Bagaimana Anda tentu sudah paham ini pengumuman tadi bukan? Good job. Nah sekarang mari analisa fungsi sosialnya dengan menjawab pertanyaan berikut.

### Practice 2: Read out these texts (text 1) one more time then answer the following questions.

- What is the announcement about?
- Who might be interested in reading this announcement?
- What is the purpose of publishing the announcement?
- What will happen after the announcement published?

Saya yakin Anda dapat menjawab pertanyaan – pertanyaan tadi dengan baik. Untuk lebih yakin akan jawaban Anda mari kita bahas dan kerjakan bersama-sama.

### Question 1

- What is the announcement about?

Pada bagian atas email ada kata "**Subject**" yaitu untuk Topik atau prihal pengumuman tersebut.

Maka Jawabannya:

*The announcement is about **promotion of John Devis.***



### Question 2

b. Who might be interested in reading this announcement?

Pada bagian atas email ada kata "To" yaitu untuk siapa pengumuman tersebut.

Maka Jawabannya:

***Resource Inc. Staff and Clients might be interested in reading this announcement.***

### Question 3

c. What is the purpose of publishing the announcement?

Pada umumnya pengumuman diberikan untuk menjalin kedekatan emosional antar kerabat, rekan kerja, staf kantor, pengusaha dan pelanggan dsb.

Maka jawabannya.

***The purpose of this announcement is to create a good relationship with all staffs and clients.***

### Question 4

d. What will happen after the announcement published?

Setelah mendengarkan dan membaca pengumuman tersebut kerabat, rekan kerja, staf kantor, pengusaha, pelanggan dsb akan mengetahui atau melaksanakan informasi yang diberikan.

Maka jawabannya:

***After the announcement published, Resource Inc. Staff and Clients will know that John Devis be a new marketing head of the company.***

Nah, sekarang Anda sudah lebih paham terkait fungsi sosial teks pengumuman. Selanjutnya kita analisa struktur teks dan unsur kebahasaan dari pengumuman dengan mengamati tabel berikut yang sudah dikerjakan dikerjakan untukmu.

### Practice 3: Read text 1 one more time then analyze the following table.

#### Text Structures of an announcement

|    | Parts of Announcement   | Functions of the Parts  |
|----|---|---|
| 1. | <i>Main Idea</i> (Gagasan Utama)  | Summarizing the information in an intention text  |
|    | I would like to announce the promotion of John David as a new marketing Head of Resource inc. | 1) The Subject<br><b>John David</b><br>2) The Issues<br><b>Promotion</b><br>3) The New position<br><b>A marketing head of Resource Inc.</b> |
| 2. | Details of information  | Supporting data or idea   |

|  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. He has bought a huge percentage of the company business. His influence on sale and business retention has been substantial and he possesses an excellent record of customer relations and timely service delivery.</li> <li>2. During John's time in the marketing department, he has taken on additional responsibility and worked extra hours to meet deadline.</li> <li>3. We anticipate that as a head of the marketing department, John's input and work aggression will be multifold. His work duties now include creating and implementing marketing plans for the Amadeus project that has been entrusted to the company. He will be leading the marketing team through this five-year project and will also be working on various other concurrent projects.</li> </ol> | <p><b>1) Informing Reason</b></p> <ul style="list-style-type: none"> <li>• bought a huge percentage of the company business.</li> <li>• possess an excellent record of customer relations and timely service delivery.</li> <li>• taken on additional responsibility and worked extra hours to meet deadline</li> </ul> <p><b>2) Informing hope</b></p> <ul style="list-style-type: none"> <li>• John's input and work aggression will be multifold.</li> </ul> <p><b>3) Informing John duties</b></p> <ul style="list-style-type: none"> <li>• His work duties now include creating and implementing marketing plans</li> <li>• He will be leading the marketing team through this five-year project and will also be working on various other concurrent projects.</li> </ul> |
|--|---|

**Practice 4: Read text 1 one more time then analyze this table.**

**The Grammatical Features of an Announcement**

|  |
|--|
| <p><b><u>Main Idea</u></b><br/>         I would like to announce the promotion of John David as a new marketing Head of Resource inc.</p> <ol style="list-style-type: none"> <li>1) Using intention text - I would like to</li> <li>2) Noun Phrase - the promotion of, a new marketing Head of</li> </ol> <p><b><u>Details</u></b></p> <ol style="list-style-type: none"> <li>1) A sentence or sentences in the second paragraph containing <b>all important facts</b> about the subject of the announcement: (1) the reason and (2) the hope; the verb in the <b>present perfect tense</b>.           <ul style="list-style-type: none"> <li>- He <b>has bought</b> a huge percentage of the company business.</li> <li>- His influence on sale and business retention <b>has been</b> substantial and he possesses an excellent record of customer relations and timely service delivery.</li> </ul> </li> <li>2) A sentence or sentences in the third paragraph containing <b>all important facts</b> about the subject of the announcement: (3) duties; <b>future progressive</b>.           <ul style="list-style-type: none"> <li>- He <b>will be leading</b> the marketing team through this five-year project and <b>will also be working</b> on various other concurrent projects.</li> </ul> </li> </ol> |
|--|

Saya yakin Anda sudah dapat menangkap makna dari teks pengumuman tadi terkait fungsi sosial, struktur teks, dan unsur kebahasaannya.

## C. Rangkuman

- **Struktur Teks**

Struktur pengumuman dapat berbentuk:

- Gagasan utama
- Informasi rinci

- **Unsur Kebahasaan**

- Ungkapan dan kosa kata yang lazim digunakan dalam announcement (pemberitahuan).

- **Topik**

Peristiwa atau kegiatan penting yang terkait dengan hidup peserta didik di sekolah, rumah, dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.

## D. Latihan Soal

Agar lebih mahir dalam menangkap makna berbagai teks pengumuman mari berlatih melakukan hal yang sama untuk dua teks berbeda

### Exercise 1:

**Read these two announcements below. Then answer the following questions for each text. Write your answer with a complete answer on your notebook.**

- What is the announcement about?
- Who might be interested in reading this announcement?
- What is the purpose of publishing the announcement?
- What will happen after the announcement published?

### Text 2

*"Ladies and gentlemen, **welcome** to Soekarno Hatta Airport. **Local time** is 3.15 p.m. and the **temperature** is 31 Celsius.*

*For your safety and comfort, please **remain seated** with your **seat belt fastened** until the Captain turns off the Fasten Seat Belt sign. This will indicate that we have parked at the gate and that it is safe for you to move about. (Depending on the airline's policy/local laws: At this time, you may use your cellular phones if you wish.*

*Cellular phones may only be used once the Fasten Seat Belt sign has been turned off.) Please check around your seat for any **personal belongings** you may have brought on board with you and please use caution when opening the **overhead bins**, as heavy articles may have shifted around during the flight.*

*If you require **deplaning assistance**, please remain in your seat until all other passengers have deplaned. One of our crewmembers will then be pleased to assist you. On behalf of Garuda Airlines and the entire crew, I'd like to **thank you** for joining us on this trip and we are looking forward to seeing you on board again in the near future. Have a nice day!"*

Setelah menjawab pertanyaan terkait fungsi sosial, silahkan isi tabel berikut berdasarkan struktur dan unsur kebahasaan sesuai contoh pada teks 1.

**Exercise 2:**

**Read text 2 one more time. Then fill in the table for each text.**

|   | <b>Parts of Announcement</b>  | <b>Functions of the Parts</b>  |
|---|---|--|
| 1 | <i>Main Idea</i> (Gagasan Utama)                                    | Summarizing the information  |
|   | Text 2:<br>_____<br>_____<br>_____                                  | Text 2:<br>1) The Subject : _____<br>2) The issues: _____  |
| 2 | Details of information  | Supporting data or idea  |
|   | Text 2:<br>1. _____<br>_____<br>_____<br>2. _____<br>_____<br>_____ | Text 2:<br>1) Informing the reminder<br>• _____<br>_____<br>_____<br>• _____<br>_____<br>_____<br>2) Informing hope<br>• _____<br>_____<br>_____ |

**Text Structures of an Announcement**

**Pembahasan**

**Exercise 1.**

**Question 1**

a. What is the announcement about?

Pada bagian atas pengumuman itu fokus pada kalimat *Welcome to Soekarno Hatta Airport*.

Maka Jawabannya:

*The announcement is about **information for Garuda Passengers***

**Question 2**

b. Who might be interested in reading this announcement?

Silahkan perhatikan kalimat awal *“Ladies and gentlemen, **welcome** to Soekarno Hatta Airport. **Local time** is 3.15 p.m. and the **temperature** is 31 Celsius”*.

Maka Jawabannya:

***Passengers who come to Bandara Soekarno Hatta might be interestd in this announcement.***

**Question 3**

c. What is the purpose of publishing the announcement?

Pada umumnya pengumuman diberikan untuk memberikan informasi, mengingatkan tentang aturan, membuat kenyamanan bagi clients,

Maka jawabannya.

*The purpose of this announcement is **to give information about what should do or shouldn't do ( rules ) for Garuda Passengers.***

**Question 4**

d. What will happen after the announcement published?

Setelah mendengarkan dan membaca pengumuman tersebut kerabat, rekan kerja, staf kantor, pengusaha, pelanggan dsb akan mengetahui atau melaksanakan informasi yang diberikan.

Maka jawabannya:

*After the announcement published, **the passangers follow the rules that has been announced.***

Setelah menjawab pertanyaan terkait fungsi sosial, sekarang silahkan isi tabel berikut berdasarkan struktur dan unsur kebahasaan sesuai contoh pada teks 1.

|    | <b>Parts of Announcement</b>   | <b>Functions of the Parts</b>  |
|----|--|--|
| 1. | <i>Main Idea (Gagasan Utama)</i>   | Summarizing the information  |
|    | <b>Text 2:</b><br>The captain announces the information for passengers of Garuda Airways as landing.   | <b>Text 2:</b><br>1) The Subject: The Captain<br>2) The issues: Information and Notice   |
| 2. | <b>Details of information</b>  | Supporting data or idea  |
|    | <b>Text 2:</b><br>1. <i>For your safety and comfort, please <b>remain seated with your seat belt fastened</b> until the Captain turns off the Fasten Seat Belt sign.</i><br>2. <i>Please check around your seat for any <b>personal belongings</b> you may have brought on board with you and please use caution when opening the <b>overhead bins</b>, as heavy articles may have shifted around during the flight</i><br>3. <i>Please remain in your seat until all other passengers have deplane</i><br>4. <i>I'd like to <b>thank you</b> for joining us on this trip and we are looking forward to seeing you on board again in the near future</i> | <b>Text 2:</b><br><b>1) Informing the reminder</b><br><ul style="list-style-type: none"> <li>• <i>please <b>remain seated with your seat belt fastened</b></i></li> <li>• <i>Please check around your seat for any <b>personal belongings</b></i></li> </ul> <b>2) Informing hope</b><br><i>we are looking forward to seeing you on board again in the near future</i> |

Bagaimana jawaban Anda? Good job! Benar semua, itu artinya Anda sudah memahami bagaimana menangkap makna teks pengumuman yang Anda baca. Tetapi jika jawaban Anda masih ada yang belum pas, jangan putus asa. Baca sekali lagi teks – teks pengumuman tadi. Makin sering berlatih makin mahir Anda menangkap makna dalam bahasa Inggris. Anda tentu pernah dengar ungkapan “*Practice makes perfect*”

## E. Penilaian Diri

| No | Pernyataan   | SS | S | TS | STS |
|----|--|----|---|----|-----|
| 1  | Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.                |    |   |    |     |
| 2  | Saya belajar menggunakan modul ini secara terjadwal  |    |   |    |     |
| 3  | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain                                      |    |   |    |     |
| 4  | Saya sudah memahami fungsi social, struktur teks dan unsur kebahasaan teks <i>announcement</i> . |    |   |    |     |
| 5  | Saya dapat menangkap makna serta informasi terkait teks <i>announcement</i> .                    |    |   |    |     |

## KEGIATAN PEMBELAJARAN 2

### LET'S WRITE

#### A. Tujuan Pembelajaran

Setelah mempelajari modul yang berjudul “**Announcement**” terutama learning activity 2 ini, Anda akan mampu:

1. merancang teks khusus dalam bentuk pemberitahuan (*announcement*).
2. menggunakan kata kerja be dan infinitive.
3. Menulis teks khusus dalam bentuk pemberitahuan (*announcement*).

#### B. Uraian Materi

Setelah membaca beberapa teks pengumuman pada Learning Activity 1, maka sekarang saatnya berlatih menuliskan pengumuman. Sebelumnya mari rancang dulu pengumuman yang akan ditulis dengan mengisi mind mapping. Kemudian berdasarkan data dari *mind mapping* tersebut, dibuat pengumuman.

Perhatikan kembali!

##### **Main Idea**

I would like to announce the promotion of John David as a new marketing Head of Resource inc.

Using intention text - I would like to

Noun Phrase - the promotion of, a new marketing Head of

##### **Details**

A sentence or sentences in the second paragraph containing **all important facts** about the subject of the announcement: (1) the reason and (2) the hope; the verb in the **present perfect tense**.

He **has bought** a huge percentage of the company business.

His influence on sale and business retention **has been** substantial and he possesses an excellent record of customer relations and timely service delivery.

A sentence or sentences in the third paragraph containing **all important facts** about the subject of the announcement: (3) duties; **future progressive**.

- He **will be leading** the marketing team through this five-year project and **will also be working** on various other concurrent projects.

Untuk mempermudah kita membuat pengumuman silahkan Anda ikuti bagan di bawah ini.



### C. Rangkuman

- **Social Function**  
Build emotional closeness between relatives, co-workers, office staff, entrepreneurs and customers, etc. by writing announcements about important events, such as births, marriages, graduations, moving to new buildings, etc.
- **Text Structure**
  - Main idea
  - Detailed information
- **Language Features**
  - Expressions and vocabulary commonly used in announcements.
  - The use of singular and plural nominals precisely with or without a, the, this, those, my, their, etc. in nominal phrases.
  - The use of verbs accurately in active and passive forms.
  - Proper use of prepositions for place and time.
  - Spelling, punctuation, and handwriting

### D. Penugasan Mandiri

Untuk lebih memiliki keterampilan untuk berkomunikasi terkait teks pengumuman, silahkan Anda mencari contoh teks pengumuman yang paling menarik menurut Anda. Jika teks pengumuman tersebut berbentuk teks tulis, silahkan tuliskan kembali dalam buku catatan masing-masing, kemudian tuliskan mengapa teks tersebut menarik bagi Anda, dan buat analisis mengikuti contoh pada kegiatan pembelajaran 1.



## E. Latihan Soal

### Practice 1: Fill in the missing word/phrase of this announcement.

Dear \_\_\_\_\_ [name]

The new \_\_\_\_\_ [product name] is finally here!

What makes the \_\_\_\_\_ [product name] different is [give an introduction to the product and why people may want to buy it]

You can order your \_\_\_\_\_ [product name] directly from our web store or find it on Amazon.

\_\_\_\_\_ [Only add offer if needed] The first 100 people that make an order will receive free shipping.

\_\_\_\_\_ [Add CTA button]

### Practice 2: Design an announcement by filling in the following chart.



Bagaimana, Anda tentu bisa mengisi bagan tadi dengan rincian informasi terkait pengumuman yang akan dibuat, bukan? Good job! Nah sekarang saatnya berlatih menuliskan pengumuman dalam bahasa Inggris menggunakan bahasa Anda sendiri. Jangan putus asa jika ada kata yang tidak Anda ketahui bahasa Inggrisnya. Anda boleh melihat kamus baik cetak maupun digital.

### Practice 3: Based on the designed chart above, please write an announcement.

| ANNOUNCEMENT |
|--------------|
|              |
|              |
|              |
|              |
|              |
|              |

**Pembahasan:**

Dear \_\_\_\_\_ [name] ( Isikan dengan pihak yang dituju ) Contoh **Customers**

The new \_\_\_\_\_ [product name] is finally here! (Tuliskan subject/produk yang ditawarkan.  
 Conto : **collection of bags**

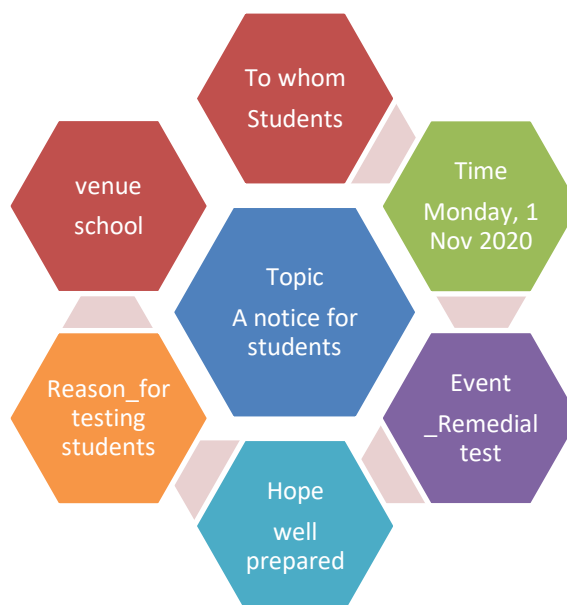
What makes **the latest model** [product name] different is [give an introduction to the product and why people may want to buy it]. Contoh: **This bag fullfils your convenience and need.**

You can order your \_\_\_\_\_[product name] directly from our web store or find it on Amazon. Contoh: **new collection. Informasi terkait bagaimana mendapatkan produk tersebut.**

\_\_\_\_\_ [Only add offer if needed] **The first 100 people that make an order will receive free shipping.**

\_\_\_\_\_ [Add CTA button]

**Contoh**



**F. Penilaian Diri**

| No | Pernyataan   | SS | S | TS | STS |
|----|--|----|---|----|-----|
| 1  | Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.          |    |   |    |     |
| 2  | Saya belajar menggunakan modul ini secara terjadwal  |    |   |    |     |
| 3  | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain                                |    |   |    |     |
| 4  | Saya sudah memahami untuk membuat diagram atau chart untuk mempermudah membuat pengumuman. |    |   |    |     |
| 5  | Saya dapat menyusun teks <i>announcement</i> dengan benar                                  |    |   |    |     |

## EVALUASI

### A. MULTIPLE CHOICE

**This text is for questions no 1 – 4**

Let's explore the World through Reading Club.

In connection with Literacy Program Development, we are going to form a reading club. In the club, we are going to read and discuss various books such as education, history, geography, psychology etc. The meeting for discussion is held:

Day : Saturday  
Time : 09.00 a.m. to 11.00 p.m.  
Venue : AV room

If you have interest in reading and are committed individuals, you are deserved to be members of the club.

For further information contact Nila: 08158030833

1. What is the announcement mainly about?
  - a. Recruitment for Reading Club members.
  - b. The place of Reading Club meeting.
  - c. Up Coming Event of Reading Club.
  - d. Literacy Program Development.
  - e. Reading Club Activity.
2. What is the primary reason to establish the Reading Club?
  - a. To explore the world.
  - b. To develop education.
  - c. To read historical books.
  - d. To develop literacy program.
  - e. To develop interest in reading.
3. It is implicitly expected that the Reading Club members will be ...
  - a. kind
  - b. friendly
  - c. wealthy
  - d. generous
  - e. knowledgeable
4. What does the word **committed** mean?
  - a. Casual
  - b. Devoted
  - c. Apathetic
  - d. Obligated
  - e. Uninterested

**This text is for questions no 5 – 7**

Ladies and gentlemen on behalf of the crew I ask that you please direct your attention to the monitors above as we review the emergency procedures. There are six emergency exits on this aircraft. Take a moment to locate the exit closest to you. Note that the nearest exit may be behind you. Count the number of rows to this exit. Should the cabin experience sudden pressure loss, stay calm and listen for instructions from the cabin crew. Oxygen masks will drop down from above your seat. Place the mask over your mouth and nose, like this. Pull the strap to tighten it. If you are traveling with children, make sure that your own mask is on first before helping your children. In the unlikely event of an emergency landing and evacuation, leave your carry-on items behind. Life rafts are located below your seats and emergency lighting will lead you to your closest exit and slide. We ask that you make sure that all carry-on luggage is stowed away safely during the flight. While we wait for takeoff, please take a moment to review the safety data card in the seat pocket in front of you.

5. What does the text talk about?
  - a. An emergency procedure
  - b. An emergency lighting
  - c. The emergency exits
  - d. Cabin monitors
  - e. Safety briefing
6. "Pull the strap to tighten it." The underlined word has the similar meaning as ...
  - a. line
  - b. rope
  - c. string
  - d. leash
  - e. mask
7. We can infer from the text that ...
  - a. all the luggage have to put away during the flight
  - b. passengers have to follow to the instruction the safety data card
  - c. the cabin crew has to give instruction during the emergency situation
  - d. all passengers must stay on their seat when there emergency landing
  - e. passengers does not allow to bring their luggages in emergency situation

**This text is for questions 8 – 9**

To: All Department Managers

There will be a meeting this afternoon, December 5<sup>th</sup>, 2017 at 1 pm in the meeting room.

The meeting will discuss the customers' complaints since the topic is very important, presence is a must. Please, come on time and do not forget to bring documents needed.

Thank you.  
Director

8. What is the announcement about?
  - a. Customer's meeting.
  - b. Customers' complaints.

- c. The presence in the meeting.
  - d. An important meeting for managers.
  - e. An important meeting for Customers.
9. The topic which will be discussed in the meeting is ...
- a. department managers
  - b. important complaints
  - c. customers' complaints
  - d. customers' demands
  - e. director's plans

**The Following text is for questions no 10 – 12**

**Announcement**

To: All customers,

Due to the severe fire that happened last week, our company, *Rainbow Corporation* has to renovate some buildings. The renovation will be time-consuming and consequently our office will be temporarily moved to Flamboyant Street 16 about 500m from our company. We will not stop our production, but it will influence our production process, such as the delay of product making, tardiness of product delivery and other services. Sorry for the inconvenience.

Thank you.  
Mr. Johnson  
General Manager

10. What is the topic of the announcement?
- a. The delay of product making.
  - b. The severe fire at the company.
  - c. The renovation of some buildings.
  - d. The company's temporary address.
  - e. The production process of the company.
11. Why must Rainbow Corporation renovate its buildings?
- a. The buildings were burned down.
  - b. The office moved to other building.
  - c. The product making was delayed.
  - d. The product delivery was late
  - e. The company office was full.
12. The text is aimed to ...
- a. inform about temporary address
  - b. inform about renovation of the office
  - c. inform about the delay of product making
  - d. remind customer about shipping address
  - e. remind customer about production process

**KUNCI JAWABAN**

- |      |      |       |
|------|------|-------|
| 1. a | 5. a | 9. c  |
| 2. a | 6. d | 10. c |
| 3. e | 7. a | 11. a |
| 4. d | 8. e | 12. e |

## DAFTAR PUSTAKA



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
DIREKTORAT JENDERAL PENDIDIKAN ANAK USIA DINI,  
PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH  
DIREKTORAT SEKOLAH MENENGAH ATAS  
2020



# Modul Pembelajaran SMA

# Bahasa Inggris



KELAS  
X



**PAST EVENTS**  
**BAHASA INGGRISX**

**PENYUSUN**  
**Karnisius Pebriatno**  
**SMA Santa Maria 1 Bandung**



## DAFTAR ISI

|   |                                     |
|---|-------------------------------------|
| DAFTAR ISI .....                                      | <b>Error! Bookmark not defined.</b> |
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## GLOSARIUM

|                    |   |  |
|--------------------|---|--|
| Past ( adjective ) | = | Sudah lalu, yang berlalu, bekas, lampau, lewat   |
| Event ( noun )     | = | Peristiwa, kejadian, pengalaman,   |
| Fungsi Sosial      | = | Maksud atau tujuan yang hendak dicapai oleh penulis melalui teks yang dibuatnya                |
| Struktur teks      | = | Urutan bagian-bagian teks secara logis dan runtut untuk mencapai maksud atau fungsinya         |
| Unsur kebahasaan   | = | Ungkapan, kosa kata, dan tata bahasa yang dipilih untuk mencapai maksud dan fungsi sosial teks |
| Konteks            | = | Situasi yang ada hubungannya dengan suatu kejadian, kondisi di mana suatu keadaan terjadi      |
| Transaksional      | = | Bersifat transaksi, memberi dan atau memperoleh informasi                                      |

## PETA KONSEP



## PENDAHULUAN

### A. Identitas Modul

|                |                  |
|----------------|------------------|
| Mata Pelajaran | : BAHASA INGGRIS |
| Kelas          | : X              |
| Alokasi Waktu  | : 4 JP           |
| Judul Modul    | : PAST EVENTS    |

### B. Kompetensi Dasar

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

### C. Deskripsi Singkat Materi

Semangat Pagi!

Kita akan melanjutkan belajar Bahasa Inggris hari ini. Semoga kita selalu sehat dan semangat meski ditengah situasi masa pandemi yang tidak menentu ini.

Pada masa – masa sulit ini, seringkali kita bercerita dan menanyakan tentang segala sesuatu yang telah kita lakukan pada waktu sebelum memasuki masa pandemi akibat

COVID-19. Kita merindukan situasi normal yang telah berakhir seiring dengan wabah corona yang melanda dunia.

Pada modul ini, anda akan belajar bagaimana menanyakan dan memberikan informasi tentang kejadian yang terjadi pada waktu lampau yang merujuk pada waktu terjadinya dan kesudahannya. Kita akan membandingkan antara Simple Past Tense dan Present Perfect Tense.

Selamat belajar.

## **D. Petunjuk Penggunaan Modul**

1. Modul kita ini terdiri dari dua kegiatan belajar. Masing- masing terdiri dari kegiatan mempelajari materi dan kegiatan mengerjakan latihan.
2. Pelajari materi dengan baik.
3. Setelah Anda memahami materi pembelajaran dan merasa mampu, kerjakan soal latihan untuk menilai pemahaman Anda terhadap materi pertama.
4. Cocokkan jawaban Anda dengan kunci jawaban yang tersedia. Apabila nilai Anda masih belum memuaskan menurut Anda, baca sekali lagi materi dan kerjakan kembali soal latihan tersebut.
5. Kemudian pelajari materi berikutnya dan kerjakan latihannya.
6. Kerjakan evaluasi untuk mengetahui pemahaman Anda terhadap penguasaan KD.

Selamat Belajar

## **E. Materi Pembelajaran**

Modul ini terbagi menjadi 2 kegiatan pembelajaran dan di dalamnya terdapat uraian materi, contoh soal, soal latihan dan soal evaluasi.

Pertama : Fungsi Sosial, Struktur Teks dan Unsur kebahasaan Simple Past Tense dan Present Perfect Tense

Kedua : Konteks penggunaan Simple Past Tense dan Present Perfect Tense

## KEGIATAN PEMBELAJARAN 1

### SIMPLE PAST TENSE DAN PRESENT PERFECT TENSE

#### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 1 ini diharapkan mampu untuk:

1. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya
2. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
3. Memahami struktur teks ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya
4. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

#### B. Uraian Materi

Anda pasti sudah belajar tentang ***Simple Past Tense*** dan ***Present Perfect Tense*** bersama Bapak atau Ibu Guru Bahasa Inggris SMP. Masih ingatkan Anda akan fungsi, pola kalimat dan keterangan waktu yang dipakai pada Simple Past dan Present Perfect Tense?

Mari kita mereview kembali.

We use **Simple Past Tense** to talk:

- a) An action that began and ended at a particular time in the past.  
e.g. *She cooked fried rice yesterday evening.*
- b) An action that occurred over a period of time but was completed in the past.  
e.g. *She taught English for ten years. ( She doesn't teach English at present )*
- c) An activity that took place regularly in the past.  
e.g. *When I was ten years old, I took an English course there.*

The sentence patterns are:

A. Using auxiliary “did”

a) Positive

Subject + Verb-2 + Complement

e.g. **The teacher began** the meeting an hour ago

**She wanted** to go the beach last week

b) Negative

Subject + Didn't + Verb-1 + Complement

e.g. **She didn't join** the class this morning

**He didn't want** to study match yesterday.

c) Interrogative

**Did all the students do** the assignment yesterday?

**Did you go** to Jakarta yesterday?

B. Using to be “was and were”

a) Positive

Subject + was / were + non verb

e.g. She **was angry** yesterday

My parents **were able to come** here?

b) Negative

Subject + was / were + not + non-Verb

e.g. **He was not happy** because **you were late**

**The bed was not comfortable** for me.

c) Interrogative

was / were + not + Subject + non-Verb

e.g **Was the girl lazy** so **she went to** bed early?

**Was your mother at home** when **your father called**?

Anda tentu masih ingat apa yang dimaksud dengan Verb-2 kan? Bahwa ada dua jenis Verb-2 yaitu Regular dan Irregular Verbs. Silakan anda buka dan pelajari lagi catatan anda tentang Regular dan Irregular Verbs pada saat anda di SMP.

a) Regular verbs

|         |                 |
|---------|-----------------|
| Verb 1  | Verb 2          |
| Accept  | <i>Accepted</i> |
| Approve | <i>Approved</i> |
| Cry     | <i>Cried</i>    |

Jog                      *Jogged*

b) Irregular verbs

|       |                   |
|-------|-------------------|
| Begin | <i>Began</i>      |
| Cost  | <i>Cost</i>       |
| Have  | <i>Had</i>        |
| Sing  | <i>Sang</i>       |
| Be    | <i>Was / Were</i> |

Adverb of time that is usually used in the Past Tense are :

- a) Just now
- b) Yesterday
- c) Last ... ( ex. Last week, last month, last year, etc
- d) ... ago ( ex. A week ago, a month ago, a year ago, etc)

We use **Present Perfect Tense** to talk about:

- a) An action that happened at an unspecified time  
e.g. **Mother has never met** her beloved father.  
**I have bought** a new motorcycle.
- b) An action that has recently occurred  
e.g. **She has just been** to Bali  
**My sister has started** to do her homework.
- c) An action that began in the past and continues up to the present  
e.g. **I have live** in Bandung for fifteen years.  
**She has been** to Singapore
- d) An action that happened repeatedly before now  
e.g. **She has always phoned** me at 8 pm.  
**I have read** that book for several times.

The sentence patterns are:

- a) Positive  
Subject + has / have + Verb-3 + Complement  
e.g. **She has finished** her test before.  
**The students have finished** their examination
- b) Negative  
Subject + hasn't / haven't + Verb-3 + Complement



e.g. **They haven't come here yet**

**I have'nt visited** my parents to see their condition

c) Interrogative

Has / Have + Subject + Verb-3 + Complement

e.g **Has the plane taken off** when you come?

**Have you cleaned** your room?

Anda juga pasti masih ingat, apa Verb-3 itu, kan? Atau kadang juga disebut sebagai *Past Participle*.

Seperti Verb-2, Past Participle juga terbagi atas bentuk regular dan irregular verbs.

a) Regular Verbs

|      |        |               |
|------|--------|---------------|
| Play | Played | <i>Played</i> |
| Walk | Walked | <i>Walked</i> |
| Book | Booked | <i>Booked</i> |
| Open | Opened | <i>Opened</i> |

b) Irregular Verbs

|       |            |                |
|-------|------------|----------------|
| Eat   | Ate        | <i>Eaten</i>   |
| Go    | Went       | <i>Gone</i>    |
| Write | Wrote      | <i>Written</i> |
| Sleep | Slept      | <i>Slept</i>   |
| Be    | Was / Were | <i>Been</i>    |

Adverbial words used for Present Perfect Tense are:

- a) Already
- b) Just
- c) Yet
- d) Ever
- e) Never
- f) For
- g) Since

### C. Rangkuman

According to the Oxford Dictionary, “past tense” is defined as “A tense expressing an action that has happened or a state that previously existed.”

In other words, we use the past tense to talk about something that happened in the past.

When we talk about a period of time that continues from the past until now, we use the Present Perfect Tense.

### D. Penugasan Mandiri

Task 1: Think of yesterday. What did you do? What didn't you do?

| Things you did yesterday              | Things you didn't do yesterday           |
|---------------------------------------|--|
| <i>I went to the my uncle's house</i> | <i>I didn't go to my grandpa's house</i> |

( Taken from Bahasa Inggris X Depdikbud 2017)

Task 2: Think of yesterday. What did you do? What didn't you do?

| Things you did yesterday                    | Things you didn't do yesterday                 |
|---|--|
| They were very excited to meet the artists. | They were not very excited to meet the artists |

Task 3: Think of yesterday. What have you done? What haven't you done?

| Things you have done yesterday         | Things you haven't done yesterday           |
|--|---|
| <i>I have gone to my uncle's house</i> | <i>I haven't gone to my grandpa's house</i> |

## E. Latihan Soal

### **Task 1: Rewrite the following sentences by using Simple Past Tense.**

1. My Mom ( write ) a letter to Aunt Tina in Japan just now.  
.....
2. Halimah ( give ) me some stationery as my birthday present this morning.  
.....
3. The children ( sing ) together in the choir competition last Sunday.  
.....
4. My dad and I ( climb ) Papandayan Mount together three months ago.  
.....
5. Niken ( fall ) from her bike yesterday evening.  
.....
6. Riana ( not receive ) the announcement last week.  
.....
7. The students ( not read ) the text to discuss yesterday morning.  
.....
8. Mr Joni ( not teach ) Math here last year.  
.....
9. ( he speak ) politely to his elder brother just now?  
.....
10. ( the girls dance ) beautifully on the main stage last night?  
.....

### **Task 2: Rewrite the following sentences by using Present Perfect Tense**

1. I ( sweep ) the floor. Look, it's clean.  
.....
2. The students ( go ) to Bali before.  
.....
3. She ( arrive ) before the bell rang.  
.....

4. Himawan ( write ) three English books since last year.

.....

5. We ( not eat ) apples from Malang, we do want to try.

.....

6. The applicant ( not submit ) his CV and photos.

.....

7. The film ( not start ) yet.

.....

8. ( you be ) to Paris before?

.....

9. ( the students finish ) their test?

.....

10. ( mother cook ) for our dinner?

.....

### **KUNCI JAWABAN**

#### **Task 1: Rewrite the following sentences by using Simple Past Tense.**

1. My Mom wrote a letter to Aunt Tina in Japan just now.
2. Halimah gave me some stationery as my birthday present this morning.
3. The children sang together in the choir competition last Sunday.
4. My dad and I climbed Papandayan Mount together three months ago.
5. Niken fell from her bike yesterday evening.
6. Riana did not receive the announcement last week.
7. The students did not read the text to discuss yesterday morning.
8. Mr Joni did not teach Math here last year.
9. Did he speak politely to his elder brother just now?
10. Did the girls dance beautifully on the main stage last night?

#### **Task 2: Rewrite the following sentences by using Present Perfect Tense**

1. I have swept the floor. Look, it's clean.
2. The students have gone to Bali before.
3. She has arrived before the bell rang.
4. Himawan has written three English books since last year.
5. We have not eaten apples from Malang, we do want to try.
6. The applicant has not submitted his CV and photos.

7. The film has not started yet.
8. Have you been to Paris before?
9. Have the students finished their test?
10. Has mother cooked for our dinner?

## F. Penilaian Diri

Berilah tanda ceklis ( V ) sesuai dengan keadaan kamu masing-masing.

| No | Pernyataan   | SS | S | TS | STS |
|----|--|----|---|----|-----|
| 1  | Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.  |    |   |    |     |
| 2  | Saya belajar menggunakan modul ini secara terjadwal  |    |   |    |     |
| 3  | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain  |    |   |    |     |
| 4  | Saya sudah memahami bentuk dan penggunaan ungkapan untuk mengatakan atau menceritakan peristiwa atau kejadian pada saat tertentu di waktu lampau dan kejadian yang terjadi di waktu lampau yang merujuk pada waktu terjadinya dan kesudahannya dalam kehidupan sehari-hari |    |   |    |     |
| 5  | Saya dapat membuat kalimat pertanyaan dan pernyataan menggunakan pola <i>Simple Past</i> dan <i>Present Perfect Tense</i> .  |    |   |    |     |

Keterangan :

- 1) SS = Sangat Setuju
- 2) S = Setuju
- 3) TS = Tidak Setuju
- 4) STS = Sangat Tidak Setuju

## KEGIATAN PEMBELAJARAN 2

### PENGUNAAN SIMPLE PAST DAN PRESENT PERFECT TENSE

#### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 1 ini diharapkan mampu:

1. Menyusun kalimat meminta informasi keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya
2. Menanggapi permintaan informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang diajukan kepadanya

#### B. Uraian Materi

Simak teks percakapan dibawah ini. Perhatikan kata atau frase yang bergaris bawah yang merupakan contoh penggunaan Simple Past dan Present Perfect Tense dalam percakapan.

##### Interview With The Wright Brothers

In 1905, there was a TV talkshow that interview great inventors at that time.

Below is a script of interview with The Wright brothers

Host : Hello and welcome to our talkshow tonight, Great Inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions. What do you call your invention?

Orville : We invented airplane

Host : Airplane? What is the tool for?

Wilbur : It's a tool that will help human being to fly!

Host : Oohhh, is it like a flying car? How did you get the inspiration?

Orville : Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then

Wilbur : Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now

Host : But that was only a toy, what about the actual plane?

|         |   |
|---------|---|
| Wilbur  | : Orville <u>made</u> the first flight with our first plane at Kitty Hawk on December 14, 1903  |
| Host    | : Why <u>did</u> you choose Kitty Hawk?   |
| Orville | : Kitty Hawk <u>had</u> a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight <u>lasted</u> 12 seconds and they <u>flew</u> for 120 feet |
| Wilbur  | : We <u>have worked</u> and experimented with gliders to perfect the wing design and controls since then  |
| Host    | : I see. So <u>you've had</u> the newest version of your airplane?  |
| Wilbur  | : Yes. Recently, I <u>took</u> a newly designed airplane that we <u>called</u> the Flyer II for the first flight lasting over 5 minutes   |
| Host    | : How amazing! I think this invention will be a big thing soon  |
| Wilbur  | : Our father <u>has asked</u> us not to fly together. He <u>said</u> it's for the safety reason   |
| Orville | : Yes, we will continue making more experiment so that airplane will be available for everyone soon   |
| Host    | : Okay, we wish you good luck with the next experiments.  |

( Taken from Bahasa Inggris X, Depdikbud 2017 )

### C. Rangkuman

Simple Past Tense digunakan untuk meminta dan memberikan informasi tentang peristiwa yang terjadi pada saat tertentu di waktu lampau. Sedangkan Present Perfect Tense digunakan untuk meminta dan memberikan informasi tentang peristiwa yang terjadi pada waktu lampau dan masih mempunyai dampak sampai saat ini.

Keduanya dapat digunakan untuk meminta memulai percakapan maupun menanggapi pernyataan.

Anda dapat mempelajari lebih lanjut dengan melihat kata atau frase yang digaris bawah pada teks diatas.

## D. Latihan Soal

### A dialogue about vacation between two friends

- Tom : Hi, Jim! Where have you been? I went to your house last week and Susan said that you're in London
- Jim : Oh,hi, Tom! Yes, I spent my holiday last week in London with my mom
- Tom : How's London now? I haven't visited London since 2014
- Jim : It's still lovely, but it's quite hectic in the center of London
- Tom : Was it traffic jam?
- Jim : It wasn't. It was just crowed and full when I was there
- Tom : Was it because you went there in the holiday season?
- Jim : Perhaps. The public places were full of people.
- Tom : I can imagine that
- Jim : Anyway, have you tried the hamburger near the station in London?
- Tom : Sure. It's so delicious and cheap
- Jim : Cheap? Are you kidding me?
- Tom : It was only £1 at that time
- Jim : It's £3 now. The size is quite small
- Tom : By the way, have you done the "holiday" assignment?
- Jim : I have answered some numbers. The rest is still unanswered. I didn't get it.
- Tom : Let's discuss it together
- Jim : Great

( Taken from <https://brainly.co.id/tugas/26476043> )

Answer the following questions based on the text above.

1. What are they talking about?

.....

2. Has Tom gone to London?

.....

3. How was it traffic?



- .....
4. Has Jim tried the hamburger near the station in London?  
.....
5. How much was the hamburger?  
.....
6. Have they finished their task from their teacher?  
.....
7. **"I didn't get it"** What does the word **it** in the sentence refer to?  
.....
8. **"The public places were full of people"**. What is the antonym of the word **"public"**?  
.....

**KUNCIJAWABAN :**

1. Vacation
2. Yes, he has
3. It was just crowded and full
4. Yes, he has
5. It was £1
6. No, they haven't
7. The answer
8. Private

**E. Penilaian Diri**

Berilah tanda ceklis ( V ) sesuai dengan keadaan kamu masing-masing.

| No | Pernyataan  | SS | S | TS | STS |
|----|---|----|---|----|-----|
| 1  | Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.   |    |   |    |     |
| 2  | Saya belajar menggunakan modul ini secara terjadwal   |    |   |    |     |
| 3  | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain   |    |   |    |     |
| 4  | Saya sudah memahami bentuk dan penggunaan ungkapan untuk mengatakan atau menceritakan peristiwa atau kejadian pada saat tertentu di waktu lampau dan kejadian yang terjadi di waktu lampau yang merujuk pada waktu terjadinya dan kesudahannya dalam percakapan sehari-hari |    |   |    |     |
| 5  | Saya dapat membuat kalimat pertanyaan dan pernyataan menggunakan pola <i>Simple Past dan Present Perfect Tense</i> .  |    |   |    |     |

Keterangan :

- 1) SS = Sangat Setuju
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- 3) TS = Tidak Setuju
- 4) STS = Sangat Tidak Setuju

## EVALUASI

### A. Choose the best answer

1. A: Did you like the new film from Malvin?  
B: I don't know. I \_\_\_ it.
  - a. Saw
  - b. Have not seen
  - c. Has not seen
  - d. Have seen it
2. Susi \_\_\_ in Banjarnegara three weeks ago.
  - a. Arrived
  - b. Was arrive
  - c. Have arrive
  - d. Has arrived
3. Tina and I \_\_\_ each other for years.
  - a. Knew
  - b. Have known
  - c. Were know
  - d. Were not know
4. Mr. Prasetyo is a good writer. He \_\_\_ about fifty books. Last month he \_\_\_ his newest book.
  - a. Wrote - Has written
  - b. Has written - Wrote
  - c. Wrote - was written
  - d. Wrote -has written
5. At the weekend we \_\_\_ football and then \_\_\_ to a restaurant.
  - a. Played - Went
  - b. Play - went
  - c. Has played - has gone
  - d. Have played - Have gone

6. He \_\_\_ in Japan since six years ago
  - a. Live
  - b. Lived
  - c. Have lived
  - d. Has lived
7. She \_\_\_ her grandma in Bantul last month.
  - a. Visited
  - b. Did visited
  - c. Was visited
  - d. Has visited
8. The Vandals \_\_\_ Rome in the year 455.
  - a. Invade
  - b. Did invade
  - c. Invaded
  - d. Have invaded

**B. Supposed you were a journalist. Make an imaginary dialogue with a popular artis in Indonesia. Use Simple Past and Present Perfect Tense as many as possible.**

### **KUNCI JAWABAN**

#### **A. Pilihan Ganda**

1. B ( Menyatakan belum menonton )
2. A ( ada saat tertentu di waktu lampau )
3. B ( ada keteranga waktu FOR )
4. B ( kalimat terakhir ada saat tertentu di waktu lampau )
5. A ( ada saat tertentu di waktu lampau )
6. D ( ada keteranga waktu SINCE )
7. A ( ada saat tertentu di waktu lampau )
8. C ( ada saat tertentu di waktu lampau )

#### **B. Uraian**

Banyak variasi jawaban, namun harus:

1. Berupa dialog seorang wartawan dengan artis
2. Berisi tentang perjalanan karis ataupun kehidupan pribadi artis tersebut
3. Menggunakan Simple Past Tense dalam menanyakan dan memberikan informasi dalam wawancara itu.

4. Menggunakan Present Perfect Tense dalam menanyakan dan memberikan informasi dalam wawancara itu

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<https://brainly.co.id/tugas/26476043>



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
DIREKTORAT JENDERAL PENDIDIKAN ANAK USIA DINI,  
PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH  
DIREKTORAT SEKOLAH MENENGAH ATAS  
2020



# Modul Pembelajaran SMA

# Bahasa Inggris



KELAS  
X



**HISTORICAL RECOUNT  
BAHASA INGGRIS  
KELAS X**

**PENYUSUN  
Dra. SITI ZULFAH, M.Hum  
SMA NEGERI 3 MEDAN**

## DAFTAR ISI

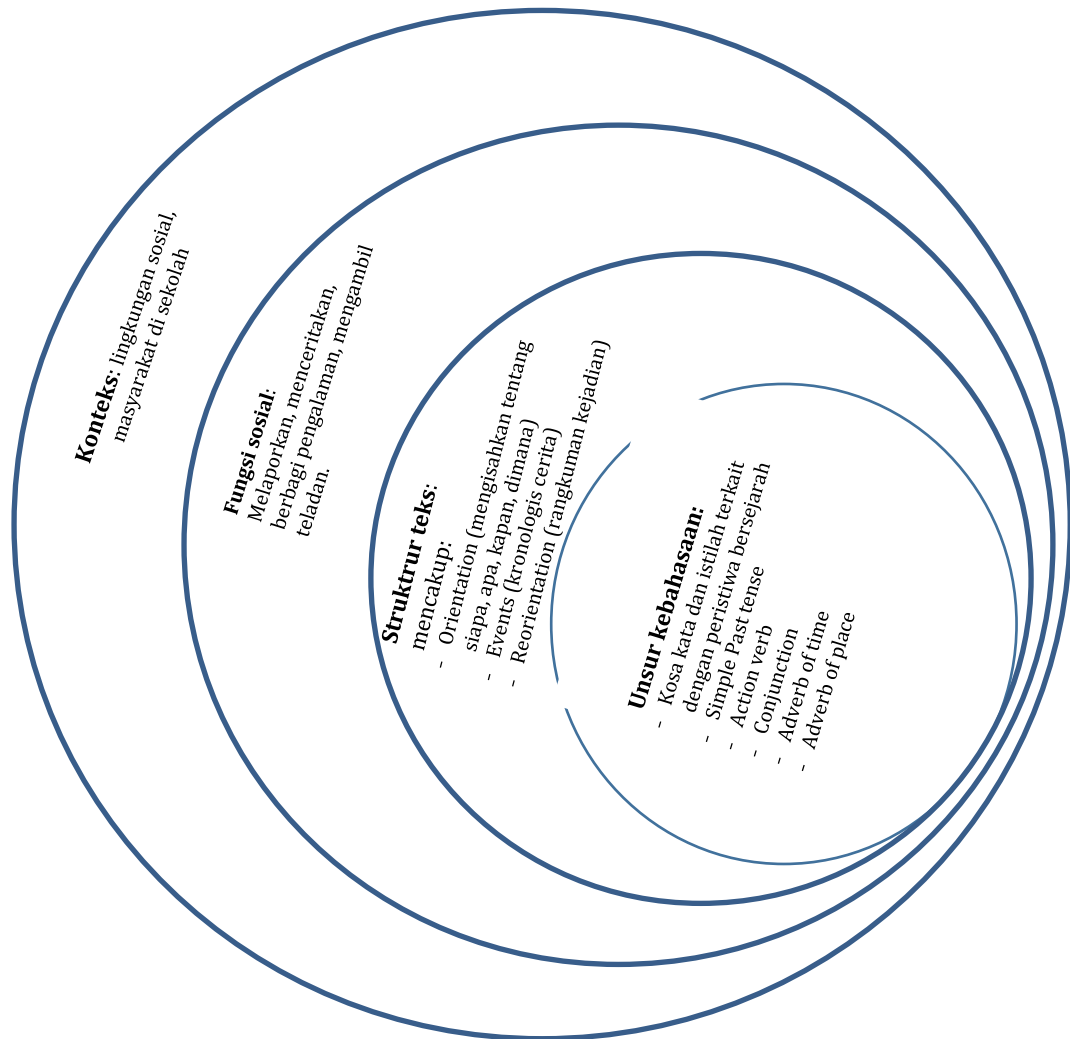
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## GLOSARIUM

- Historical Recount Text : mengisahkan tentang peristiwa bersejarah dan menginformasikan kepada pembaca kronologis peristiwa demi peristiwa berdasarkan fakta dan sejarah.
- Orientation : menceritakan tentang siapa, apa, kapan, dan dimana sebagai pengantar peristiwa.
- Events : menceritakan kronologis peristiwa
- Reorientation : Menyebutkan kembali atau mempertegas peristiwa yang disebutkan pada bagian orientation
- Detail teks recount : terdiri dari apa yang terjadi, siapa yang terlibat, dimana kejadian berlangsung, kapan dan mengapa terjadi.



## PETA KONSEP



## PENDAHULUAN

### A. Identitas Modul

|                |   |
|----------------|---|
| Mata Pelajaran | : Bahasa Inggris                          |
| Kelas          | : X                                       |
| Alokasi Waktu  | : 4 x 45 JP                               |
| Judul Modul    | : Historical Recount ( Peristiwa Sejarah) |

### B. Kompetensi Dasar

- 3.7. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
- 4.7. Teks *recount* – peristiwa bersejarah
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah
- 4.7.2 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

### C. Deskripsi Singkat Materi

“Bangsa yang besar adalah bangsa yang menghargai jasa para pahlawannya” sebuah pernyataan yang sering kita dengar.

Ketika Kalian bertemu seseorang atau ketika mengirim surat dengan temanmu yang berada di luar negeri, tentunya salah satu topik yang menarik untuk dibicarakan adalah kisah tentang perjuangan pahlawan. Bagaimana Kalian memulai mengisahkan cerita tersebut? Tentunya Kalian akan membuka cerita dan terlibat dalam penggunaan kalimat yang berhubungan dengan masa lampau. Perhatikan contoh berikut :

“The Indonesian independence **was** proclaimed at 10.00 a.m. on Friday, 17 August 1945. The declaration **marked** the start of the diplomatic and armed resistance of the Indonesian National Revolution, fighting against the forces of the Netherlands and pro-Dutch civilians, until the latter officially **acknowledged** Indonesia's independence in 1949...”

Kata-kata yang bercetak tebal menggambarkan peristiwa yang terjadi di masa lampau, jauh waktu sebelum Kalian merasakan kemerdekaan tersebut.

Lebih lanjut penggunaan kata kerja aksi, kata yang berhubungan dengan apa dan siapa , kata keterangan waktu serta kata penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb akan kita pelajari pada modul ini.

Pada modul ini Kalian akan diajak berlatih untuk mampu membedakan dan menyusun teks *recount* yang berkaitan dengan peristiwa sejarah, sesuai dengan konteks penggunaannya. Untuk mencapai Kompetensi Dasar (KD) ini Kalian perlu berlatih lebih banyak berinteraksi lisan dan tulis dengan bertanya-jawab terkait teks recount yang berkaitan dengan peristiwa sejarah dan kemudian membiasakan diri untuk berbicara secara lisan dan dalam kehidupan sehari-hari di lingkungan Kalian. Untuk mengetahui kemajuan belajar Kalian, perlu dilakukan penilaian otentik antara lain unjuk kerja dalam bentuk pemahaman teks, percakapan lisan dan tulis untuk kemudian dikumpulkan dalam portofolio masing-masing.

## D. Petunjuk Penggunaan Modul

Modul ini dibagi menjadi 2 bagian yaitu:

- Kegiatan belajar (Learning Activity) 1. Let's Read
- Kegiatan Belajar (Learning Activity) 2. Let's Chat and Write

Untuk memudahkan Kalian mempelajari modul ini perhatikanlah hal-hal berikut.

- Bacalah modul Kalian dengan cermat.
- Kerjakan setiap latihan sesuai dengan petunjuk.
- Pelajarilah penjelasan dengan cermat.
- Jika menemukan kesulitan dalam menyelesaikan tugas berkonsultasilah dengan guru Kalian.
- Gunakan kamus jika diperlukan.

## E. Materi Pembelajaran

Modul ini terbagi menjadi 2 kegiatan pembelajaran dan di dalamnya terdapat uraian materi, contoh teks, latihan dan evaluasi. Dari kedua *learning activity* tersebut materi pembelajarannya sama tapi yang membedakannya hanya pada kemampuan berbahasa. Pada *learning activity 1* Kalian diajak berlatih melakukan kegiatan berbahasa untuk memahami konsep historical account dan menangkap makna informasi wacana historical account sedangkan pada *learning activity 2* Kalian akan berlatih berkomunikasi secara tulis.

Mari kita awali pembelajaran ini dengan konsep mengenai teks recount. Teks recount merupakan teks yang memiliki fungsi untuk menceritakan kembali kejadian atau pengalaman yang terjadi di masa lalu. Teks ini bertujuan untuk memberikan informasi yang bertalian dengan serangkaian peristiwa dan/atau menghibur pembaca yang membaca tulisan atau menyimak teks tersebut.

Teks recount memiliki beberapa bentuk sesuai dengan tujuan dari teks itu sendiri. Secara umum teks recount terdiri dari teks recount personal, faktual, dan imajinatif. Teks recount personal adalah teks yang berfungsi menceritakan tentang pengalaman pribadi pembicara atau penulis. Teks recount faktual berfungsi untuk menyajikan laporan peristiwa yang benar-benar terjadi, seperti laporan percobaan ilmu pengetahuan ataupun catatan sejarah. Teks recount imajinatif biasanya dipilih untuk menyajikan sebuah cerita imajinatif yang berisi peristiwa atau kejadian yang telah terjadi yang bersifat imajinatif.

Pada modul ini kita akan secara khusus membahas mengenai teks recount faktual untuk bercerita secara lisan atau tulis mengenai rangkaian peristiwa yang benar-benar terjadi dalam bentuk catatan sejarah. Untuk memudahkan kalian memahaminya, dalam modul ini kita akan menggunakan istilah *historical recount text*. Berikut ini adalah beberapa ciri-ciri umum sebuah teks recount.

### • **Fungsi Sosial**

Melaporkan atau menceritakan kembali berbagi pengalaman atau peristiwa di masa lampau.

### • **Struktur Teks**

Struktur teks recount biasanya mencakup:

- orientasi
- urutan kejadian/kegiatan/event
- orientasi ulang (reorientatation)

- **Unsur Kebahasaan**

- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan.
- Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb.
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*; termasuk ucapan, tekanan kata, intonasi, ejaan, dan tkalian baca.

## KEGIATAN PEMBELAJARAN I

### LET'S READ THE TEXT

#### A. Tujuan Pembelajaran

Setelah mempelajari modul yang berjudul “**Historical Recount Text**”, khususnya pada aktivitas belajar pertama ini, Kalian diharapkan mampu :

1. Membedakan fungsi sosial, struktur teks dan ciri kebahasaan teks recount yang berhubungan dengan peristiwa bersejarah.
2. Menangkap informasi tentang kejadian bersejarah yang terjadi di masa lampau dengan merujuk pada waktu dan akhir berdasarkan konteks penggunaannya.
3. Membuat interpretasi sederhana tentang peristiwa bersejarah berdasarkan konteks yang diberikan.

#### B. Uraian Materi

Pada kegiatan Pembelajaran 1 ini Kalian akan diajak membaca beberapa teks recount tentang kejadian-kejadian bersejarah. Untuk memudahkan Kalian memahami isi teks yang akan dibaca, ayo kita pelajari dahulu tentang kosakata yang ditemukan dalam teks.

##### Practice 1

##### Vocabulary Builder (Membangun Kosa kata):

Before discussing further about Recount text, check the following words whether they match with their meaning in Bahasa, put an arrow as shown in the example.

|                      |   |                           |
|----------------------|---|---------------------------|
| remembrance (noun)   | → | kekuatan militer          |
| surrender (Verb)     | → | menyerahkan               |
| weaponry (noun)      |   | persenjataan              |
| defiant (adjective)  |   | menantang                 |
| leaflet (noun)       |   | selebaran                 |
| drop                 |   | memperlambat              |
| anger(verb)          |   | membuat marah             |
| be betrayed          |   | dikhianati                |
| siege (verb)         |   | mengepung                 |
| reinforcement (noun) |   | peringatan                |
| casualties (noun)    |   | korban                    |
| hamper (verb)        |   | menjatuhkan               |
| militia (noun)       |   | kelompok pejuang          |
| advance (verb)       |   | bergerak maju             |
| rally (verb)         |   | berkumpul untuk mendukung |

Apakah Kalian sudah dapat menjodohkan kosakata dengan maknanya? Jika Kalian masih menemukan kesulitan, Kalian dapat membuka kamus atau mengecek maknanya dari Internet.

Nah, sekarang mari kita pelajari cara melafalkan tiap kata dengan benar.

## Practice 2

### Pronunciation Practice

Okay, look at the following text, before that practice the pronunciation by reading the phonetic script as follows:

|             |                   |
|-------------|-------------------|
| remembrance | : / rəmem.brəns / |
| bloody      | : / blʌd.i /      |
| surrender   | : / s ə ren.dər / |
| weaponry    | : / wep.ən.ri /   |
| defiant     | : / dɪfaɪ.ənt /   |
| drop        | : / drɒp /        |
| leaflet     | : / li.flət /     |
| anger       | : / æŋ.gə r /     |
| militia     | : / mɪlɪʃ.ə /     |

Sumber : Buku teks wajib bahasa Inggris kelas X

Bagaimana? Apakah Kalian sudah mampu melafalkannya dengan benar? Kalian ingat sebuah ungkapan "*Practice makes perfect.*"- Latihan yang tekun akan membuat menjadi sempurna. Jadi, jangan segan untuk mengulang-ulang lagi sampai Kalian mampu melafalkan setiap kata dengan benar ya...

Nah sekarang mari coba membaca sebuah teks recount tentang peristiwa bersejarah yang ada di Indonesia. Setelah Kalian membaca teks tersebut, amati dan pelajari catatan yang ada di kolom kiri dan kanan teks, terkait struktur dan juga ciri kebahasaan teks recount.

## Practice 3

**Observe the social function, the generic structure and the language features of the following text. (Amati dan perhatikan perbedaan antara fungsi sosial, struktur teks (generic structure) dan ciri kebahasaan (Language features):**

| Generic Structure  | The text   | Language features   |
|--------------------|--|---|
| <b>Orientation</b> | On 10 November, Indonesia celebrates Hari Pahlawan or heroes Day in <b>remembrance</b> of the Battle of Surabaya which <b>started</b> on that very date in the year 1945.  | <b>Past Tense:</b> started<br><b>who:</b> Indonesia,<br><b>what:</b> Hari Pahlawan or heroes Day<br><b>Adverb of time:</b> on 10 November, on that very date in the year 1945   |
| <b>Events</b>      | The bloody battle took place because Indonesians refused to <b>surrender</b> their weaponry to British army. British Army at that time was part of the Allied Forces. The <b>defiant</b> Bung Tomo is the well-known revolutionary leader who played a very important role in this battle. It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.WS. Mallaby. Brigadier Mallaby | <b>Past Tense:</b> took, refused, was, played, started, <b>angered</b> , felt, was, began<br><b>action verb:</b> told, refused, played<br><b>who:</b> Bung Tomo, British army, British troops, Brigadier A.W.WS. Mallaby, Governor of East Java |

| Generic Structure           | The text  | Language features  |
|-----------------------------|---|--|
|                             | <p>already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.</p> <p>However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action <b>angered</b> the Indonesian troops and militia leaders because they felt betrayed.</p> <p>On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in <b>reinforcements</b> to <b>siege</b> the city.</p> <p>In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.</p> | <p>Mr. Surya, Brigadier Mallaby, Lieutenant General Sir Philip Christison, British troops, 6,000 and 16,000 Indonesians</p> <p><b>what:</b> Hari Pahlawan or heroes Day, The bloody battle, their weaponry, an agreement, Indonesian troops and militia, their weapons, a British plane, leaflets, <b>reinforcements</b></p> <p><b>conjunction:</b> and, however, as, although,</p> <p><b>Adverb of time:</b> on that very date in the year 1945, 27 October 1945, 30 October 1945, In the early morning of 10 November 1945</p> <p><b>Adverb of place:</b> in Jakarta, in Surabaya, Jakarta, all over Surabaya, near Jembatan Merah or Red Bridge, Surabaya</p> |
| <p><b>Reorientation</b></p> | <p>Battle of Surabaya caused Indonesia to lose <b>weaponry</b> which <b>hampered</b> the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution</p>   | <p><b>Past Tense:</b> caused, <b>hampered</b>, provoked, made</p> <p><b>who:</b> Indonesian and international mass.</p> <p><b>what:</b> Battle of Surabaya, <b>weaponry</b>, the country's independence struggle, the battle, the country's independence, Indonesian national revolution</p> <p><b>Conjunction:</b> however</p>  |

Apakah Kalian sudah paham dengan contoh dan penjelasan mengenai teks recount di atas? Great. Jika Kalian membacanya dengan serius Kalian akan mudah untuk memahaminya. Sekarang, Kalian akan mempelajari lebih lanjut tentang teks recount.

## C. Rangkuman

### Pengertian Recount Text

Dalam bahasa Inggris, *recount is retelling of an event or series of events*. Dengan kata lain, Recount merupakan sebuah teks dalam bahasa Inggris yang menceritakan pengalaman ataupun kejadian di masa lalu.

### Fungsi Sosial

Fungsi sosial teks recount yakni memberikan informasi dan menghibur pembaca. (to give the information and entertain the reader).

### Generic Structure:

- *Orientation*: pada bagian ini pembicara atau penulis menjelaskan tema apa dan bagaimana latar dari cerita tersebut. Pada tahap ini, penulis memberikan sebuah pengenalan berupa informasi mengenai siapa, di mana, kapan peristiwa atau kejadian itu terjadi di masa lalu. Di dalam bagian ini, penulis menyampaikan informasi pengantar yang diperlukan untuk memahami keseluruhan dari teks.
- *Events*: yaitu peristiwa yang terjadi mulai diceritakan oleh penulis berdasarkan kronologis kejadian. Pada bagian ini, penulis atau pembicara menyampaikan atau mengisahkan kejadian atau peristiwa yang terjadi. Bagian ini merupakan isi utama sebuah teks recount.
- *Reorientation* (optional): Bagian ini merupakan tahapan akhir sebagai pengulangan pengenalan yang ada di bagian awal teks. Bagian pengulangan ini bisa jadi merupakan rangkuman semua peristiwa atau kejadian yang diceritakan. Di bagian akhir ini, penulis menuliskan rangkuman dari semua peristiwa atau kejadian yang diceritakan dengan merujuk kembali pada bagian orientasi teks. Penulis juga biasanya menuliskan komentar atau kesan personal terhadap peristiwa atau kejadian yang diceritakan pada bagian *Events*.

### Ciri Kebahasaan (Language Features) :

- Simple past tense (Kalian dapat mempelajari kembali modul sebelumnya (KD. 3.6 dan 4.6) tentang kalimat simple past tense)
- Action verb: kata kerja yang benar-benar dilakukan manusia secara sadar ("do" activities), Contoh kalimat :  
The soldier took the gun and fired the crime on his foot.
- Conjunction: kata penghubung yang digunakan untuk membuat kesinambungan dari alur teks recount. Kata penghubung yang sering dipakai seperti : *first, then, after that, before, when, at last, finally*, dsb.
- Adverb of time and adverb of place : keterangan waktu dan tempat dari satu peristiwa

Untuk mengingat kembali mengenai kata kerja (action verb), coba Kalian selesaikan latihan berikut ini.



**Practice 4**

The followings are some examples of action verb, find the meaning of the words:

| Action verb | Meaning | Action Verb | Meaning |
|-------------|---------|-------------|---------|
| run         | berlari | walk        |         |
| tell        |         | ask         |         |
| kill        |         | check       |         |
| rise        |         | pick        |         |
| open        |         | close       |         |

**D. Tugas**

Sekarang, coba kita cek pemahaman Kalian mengenai struktur dari teks recount tentang peristiwa bersejarah dengan menyelesaikan latihan berikut ini.

**Look at the following text and determine the sosial function, the generic structure and the language features, put them in the table shown below the text.**

### The Proclamation of Indonesian Independence

The proclamation of Indonesian independence was read at 10.00 a.m. on Friday, 17 August 1945. The declaration marked the start of the diplomatic and armed resistance of the Indonesian National Revolution, fighting against the forces of the Netherlands and pro-Dutch civilians, until the latter officially acknowledged Indonesia's independence in 1949. In 2005, the Netherlands declared that they had decided to accept de facto 17 August 1945 as Indonesia's independence date. In a 2013 interview the Indonesian historian Sukotjo, amongst others, asked the Dutch government to formally acknowledge the date of independence as 17 August 1945. The United Nations, who mediated in the conflict, formally acknowledge the date of independence as 27 December 1949.

The document was signed by Sukarno (who signed his name "Soekarno" using the older Dutch orthography) and Mohammad Hatta, who were appointed president and vice-president respectively the following day.

The draft was prepared only a few hours earlier, on the night of 16 August, by Sukarno, Hatta, and Soebardjo, at Rear-Admiral Maeda (Minoru) Tadashi's house, Miyako-Doori 1, Jakarta (now the "Museum of the Declaration of Independence", JL. Imam Bonjol I, Jakarta). The original Indonesian Declaration of Independence was typed by Sayuti Melik. Maeda himself was sleeping in his room upstairs. He was agreeable to the idea of Indonesia's independence, and had lent his house for the drafting of the declaration. Marshal Terauchi, the highest-ranking Japanese leader in South East Asia and son of Prime Minister Terauchi Masatake, was however against Indonesia's independence, scheduled for 24 August.

While the formal preparation of the declaration, and the official independence itself for that matter, had been carefully planned a few months earlier, the actual declaration date was brought forward almost inadvertently as a consequence of the Japanese unconditional surrender to the Allies on 15 August following the Nagasaki atomic bombing. The historic event was triggered by a plot, led by a few more radical youth activists such as Adam Malik and Chairul Saleh, that's put pressure on Sukarno and Hatta to proclaim independence

immediately. The declaration was to be signed by the 27 members of the Preparatory Committee for Indonesian Independence (PPKI) symbolically representing the new nation's diversity. The particular act was apparently inspired by a similar spirit of the United States Declaration of Independence. However, the idea was heavily turned down by the radical activists mentioned earlier, arguing that the committee was too closely associated with then soon to be defunct Japanese occupation rule, thus creating a potential credibility issue. Instead, the radical activists demanded that the signatures of six of them were to be put on the document. All parties involved in the historical moment finally agreed on a compromise solution which only included Sukarno and Mohammad Hatta as the co-signers in the name of the nation of Indonesia.

Sukarno had initially wanted the declaration to be read at Ikada Plain, the large open field in the centre of Jakarta, but due to unfounded widespread apprehension over the possibility of Japanese sabotage, the venue was changed to Sukarno's house at Pegangsaan Timur 56. There was no concrete evidence for the growing suspicions, as the Japanese had already surrendered to the Allies, the declaration of independence passed without a hitch.

The proclamation at 56, Jalan Pegangsaan Timur, Jakarta, was heard throughout the country because the text was secretly broadcast by Indonesian radio personnel using the transmitters of the JAKARTA Hosokyo radio station. An English translation of the proclamation was broadcast overseas.

| Generic structure | The text | Language Features |
|-------------------|----------|-------------------|
|                   |          |                   |
|                   |          |                   |
|                   |          |                   |

Setelah melengkapi tabel di atas, Kalian dapat saling menukarkan pekerjaan Kalian dengan hasil kerja teman. Kalian dapat berdiskusi dan membandingkan hasil kerja dengan pembahasan berikut ini.

| Generic structure           | The text      | Language Features   |
|-----------------------------|---------------|---|
| <b>Orientation</b>          | Paragraph 1   | <b>Who:</b> Soekarno<br><b>What :</b> The proclamation of Indonesian independence<br><b>When :</b> at 10.00 a.m. on Friday, 17 August 1945<br><b>Where :</b> Indonesia<br><b>Past tense:</b> was read, marked, armed, acknowledged, had decided, asked, mediated  |
| <b>Chronological Events</b> | Paragraph 2-5 | <b>Past Tense:</b> was signed, was prepared, was typed, had lent, scheduled, prepared, planned, mentioned, had wanted, passed<br><b>Conjunction:</b> and, however, instead<br><b>Adverb of time:</b> the following day, on the night of 16 August, on 15 August, while, a few hours earlier, a few months earlier<br><b>Adverb of place</b> at Read-Admiral Maeda Tadashi's house, in his room upstairs, at Ikada plain, Soekarno's house |

|                      |             |   |
|----------------------|-------------|---|
| <b>Reorientation</b> | Paragraph 6 | <b>Past Tense:</b> was heard, was broadcast<br><b>Adverb:</b> secretly<br><b>Conjunction:</b> because |
|----------------------|-------------|---|

## E. Latihan Soal

Kalian tentu ingat jika "*Practice makes perfect*" Oleh karenanya, ayo kita berlatih lebih banyak lagi sehingga Kalian benar-benar memahami materi ini.

### Practice 1:

**Use the following words to complete the blank spaces. The use of verbs should be changed into suitable tenses.**

surrender                      rally (verb)                      siege (noun)  
remembrance                      anger                      defiant

1. The freedom fighters were forced to \_\_\_\_\_, but their faith in God and people's dream strengthened them to keep on fighting against the aggressors.
2. The \_\_\_\_\_ militia refused to obey the British army's instruction to surrender their weaponry to them.
3. The city was under \_\_\_\_\_ so that nobody could get in or get out of the city. Luckily, the people depended on no one for their food.
4. Do not betray me. Be loyal to our agreement. Your betrayal will \_\_\_\_\_ me. I can be really angry, and that can mean that there will be no more collaboration between us.
5. Last week, teenagers \_\_\_\_\_ in the center of the city to support the beginning of bike-to-school program. They all came riding their bicycles.

**Practice 2 : Read the following incomplete sentences. Complete them with *am/is/are* (present) or *was/were* (past).**

1. In 1945, they \_\_\_\_ 17, so they \_\_\_\_ 85 now.
2. Today the weather \_\_\_\_ cold, but last Monday it \_\_\_\_\_ terribly hot.
3. I \_\_\_\_ very thirsty. Can somebody give me a glass of water, please?
4. The defiant freedom fighters \_\_\_\_\_ very brave. They fought till death to defend the city.
5. I \_\_\_\_ happy with Surabaya now. Years ago, it \_\_\_\_ very dirty and messy.
6. Don't buy those weapons. They \_\_\_\_ dangerous and illegal.
7. Hey, I like your new hat. It fits you well, and when you wear it, it reminds me of the 1945 freedom fighters. \_\_\_\_ it expensive?
8. This time seventy years ago my grandfather \_\_\_\_\_ in Surabaya joining the militia to fight against the British army.
9. "Where \_\_\_\_ the veterans?" "I don't know. They \_\_\_\_\_ in the lobby of the hotel five minutes ago."
10. The generals and the veterans \_\_\_\_ happy and optimistic about us now. They know we \_\_\_\_\_ always busy with good activities and never think of using drugs. When we met them last year, they \_\_\_\_\_ pessimistic.

## Practice 3: Reading Comprehension

### Text 1

**Read the text and answer the questions that follow.**

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in **remembrance** of the Battle of Surabaya which started on that very date in the year 1945.

The bloody battle took place because Indonesians refused to **surrender** their weaponry to British army. British Army at that time was part of the Allied Forces. The **defiant** Bung Tomo is the well-known revolutionary leader who played a very important role in this battle. It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.W.S. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons. However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action **angered** the Indonesian troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in **reinforcements** to **siege** the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.

Battle of Surabaya caused Indonesia to lose **weaponry** which **hampered** the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

Adapted from: <http://www.globalindonesianvoices.com/17298/hari-pahlawan-battle-of-surabayathe-story-behind-indonesias-heroes-day/>

### Questions

1. What is the passage about?
2. When did the battle take place?
3. Where did it happen?
4. What caused the battle? Draw a diagram that shows chronological events that led
5. to the battle.
6. What do you think about the Indonesian military power compared to that of the British army at that time?
7. What was the significance of the battle of Surabaya?

## Text 2

Read the text and answer the questions that follow.

### The Proclamation of Indonesian Independence

The proclamation of Indonesian independence was read at 10.00 a.m. on Friday, 17 August 1945. The declaration marked the start of the diplomatic and armed resistance of the Indonesian National Revolution, fighting against the forces of the Netherlands and pro-Dutch civilians, until the latter officially acknowledged Indonesia's independence in 1949. In 2005, the Netherlands declared that they had decided to accept de facto 17 August 1945 as Indonesia's independence date. In a 2013 interview the Indonesian historian Sukotjo, amongst others, asked the Dutch government to formally acknowledge the date of independence as 17 August 1945. The United Nations, who mediated in the conflict, formally acknowledge the date of independence as 27 December 1949.

The document was signed by Sukarno (who signed his name "Soekarno" using the older Dutch orthography) and Mohammad Hatta, who were appointed president and vice-president respectively the following day.

The draft was prepared only a few hours earlier, on the night of 16 August, by Sukarno, Hatta, and Soebardjo, at Rear-Admiral Maeda (Minoru) Tadashi's house, Miyako-Door 1, Jakarta (now the "Museum of the Declaration of Independence", JL. Imam Bonjol I, Jakarta). The original Indonesian Declaration of Independence was typed by Sayuti Melik. Maeda himself was sleeping in his room upstairs. He was agreeable to the idea of Indonesia's independence, and had lent his house for the drafting of the declaration. Marshal Terauchi, the highest-ranking Japanese leader in South East Asia and son of Prime Minister Terauchi Masatake, was however against Indonesia's independence, scheduled for 24 August.

While the formal preparation of the declaration, and the official independence itself for that matter, had been carefully planned a few months earlier, the actual declaration date was brought forward almost inadvertently as a consequence of the Japanese unconditional surrender to the Allies on 15 August following the Nagasaki atomic bombing. The historic event was triggered by a plot, led by a few more radical youth activists such as Adam Malik and Chairul Saleh, that's put pressure on Sukarno and Hatta to proclaim independence immediately. The declaration was to be signed by the 27 members of the Preparatory Committee for Indonesian Independence (PPKI) symbolically representing the new nation's diversity. The particular act was apparently inspired by a similar spirit of the United States Declaration of Independence. However, the idea was heavily turned down by the radical activists mentioned earlier, arguing that the committee was too closely associated with then soon to be defunct Japanese occupation rule, thus creating a potential credibility issue. Instead, the radical activists demanded that the signatures of six of them were to be put on the document. All parties involved in the historical moment finally agreed on a compromise solution which only included Sukarno and Mohammad Hatta as the co-signers in the name of the nation of Indonesia.

Sukarno had initially wanted the declaration to be read at Ikada Plain, the large open field in the centre of Jakarta, but due to unfounded widespread apprehension over the possibility of Japanese sabotage, the venue was changed to Sukarno's house at Pegangsaan Timur 56. There was no concrete evidence for the growing suspicions, as the Japanese had already surrendered to the Allies, the declaration of independence passed without a hitch.

The proclamation at 56, Jalan Pegangsaan Timur, Jakarta, was heard throughout the country because the text was secretly broadcast by Indonesian radio personnel using the

transmitters of the JAKARTA Hoso Kyoku radio station. An English translation of the proclamation was broadcast overseas.

**Questions**

1. Write the social function of the text above!
2. What happened on 17 August 1945?
3. What did the declaration mark?
4. Who led the plot of the historic event?

Bagaimana? Apakah Kalian sudah mampu menyelesaikan Practice 1, 2 dan 3? Ayo sekarang kita cek hasil kerja Kalian dengan membandingkannya dengan kunci jawaban pada halaman berikut.

## Kunci Jawaban

### Practice 1

1. Surrender
2. Defiant
3. Siege
4. Anger
5. rallied

### Practice 2

- |   |           |    |                |
|---|-----------|----|----------------|
| 1 | were, are | 6  | are            |
| 2 | is, was   | 7  | is             |
| 3 | am        | 8  | was            |
| 4 | were      | 9  | are, are       |
| 5 | am, was   | 10 | are, are, were |

### Practice 3

#### Text 1

1. Hari Pahlawan or Heroes Day in **remembrance** of the Battle of Surabaya
2. On 10 November 1945
3. In Surabaya
4. Because Indonesians refused to **surrender** their weaponry to British army.  
The chronological events: ➡ Brigadier Mallaby and the Governor of East Java Mr. Surya agreed that British would not ask Indonesian troops and militia to surrender their weapons. ➡➡➡ On 27 October 1945, a British plane from Jakarta dropped leaflets told Indonesians to do otherwise. ➡➡➡ This action angered the Indonesian troops and militia leaders because they felt betrayed. ➡➡➡ On 30 October 1945, Brigadier Mallaby was killed believed he was murdered by Indonesian militia. ➡➡➡ Lieutenant General Sir Philip Christison brought in reinforcements to siege the Surabaya city. ➡➡➡ On 10 November 1945, British troops began to attract Surabaya. ➡➡➡ The city was conquered within 3 days and the whole battle lasted for 3 weeks.
5. The Indonesian military had less power and weaponry compared to that of the British army at that time.
6. The battle provoked Indonesian and international mass to rally for the country's independence

#### Text 2

1. To inform and entertain the readers
2. Indonesian independence was proclaimed
3. The declaration marked the start of the diplomatic and armed resistance of the Indonesian National Revolution, fighting against the forces of the Netherlands and pro-Dutch civilians
4. By a few more radical youth activists such as Adam Malik and Chairul Saleh

## F. Penilaian Diri

You have learnt the recount text and practice using the language features. Now you write your reflection about your understanding referring to the following to show your understanding on the materials you learn. Put a tick to one of the followings:

| No. | URAIAN PERNYATAAN  | SETUJU | TIDAK SETUJU |
|-----|--|--------|--------------|
| 1   | Saya selalu berdoa sebelum dan sesudah belajar   |        |              |
| 2   | Saya belajar menggunakan modul ini secara terjadwal  |        |              |
| 3   | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain  |        |              |
| 4   | Saya sudah dapat membedakan teks recount yang berkaitan dengan peristiwa sejarah berdasarkan fungsi sosial, struktur teks dan ciri kebahasaannya |        |              |
| 5   | Saya sudah dapat menganalisis teks recount berdasarkan struktur teks dan ciri kebahasaannya.   |        |              |
| 6   | Saya dapat membuat kalimat dengan menggunakan bentuk past pada teks recount sesuai dengan struktur kebahasaannya                                 |        |              |



## **KEGIATAN PEMBELAJARAN II**

### **LET'S CHAT AND START WRITING YOUR RECOUNT TEXT**

#### **A. Tujuan Pembelajaran**

Diakhiri pembelajaran Kalian diharapkan mampu :

1. Menentukan informasi rinci dari percakapan tentang teks recount.
2. Menyusun kalimat rumpang menjadi teks recount
3. Menulis teks recount pendek sederhana
4. Mempresentasikan teks dalam bentuk presentasi monolog

#### **B. Uraian Materi**

Pada Kegiatan Pembelajaran 2 ini Kalian akan berlatih menangkap makna dari teks recount yang dibaca dan menyusun teks recount sederhana terkait kejadian atau peristiwa bersejarah. Agar Kalian terampil menulis teks recount tersebut dalam bahasa Inggris ayo berlatih menulis. Tetapi sebelumnya Kalian harus mempelajari dialog berikut ini dan cobalah untuk mengucapkannya untuk berlatih menggunakan dialog tersebut.

##### **Practice 1**

**Read the dialog below, then practice the dialog, you may ask your partner to accompany you to perform the dialog:**

Ami : Riza, look! That heroic monument stands high and strong.

Riza : Hmm.... It is a remembrance for us to our heroes' struggle on this country.

Ami : Yeah, many of them became casualties of the war.

Riza : I had an unforgettable experience there.

Ami : Really? What was it?

Riza : When I was in Junior High School, my school held a program called "Keep our city clean and green!"

Ami : What did you do?

Riza : My schoolmates, my teachers, and I rallied in the monument area at 6 a.m. and began to clean the area around the monument until it's clean and tidy.

Ami : That's a very good program.

Riza : Yes, it was. We also planted some trees around it.

**Answer the following questions based on the dialog above.**

1. Where do you think the conversation takes place?
2. Who had an unforgettable experience? What was it?
3. What probably makes the speaker still remember the experience?

Apakah Kalian sudah berlatih membawakan dialog di Practice 1? Jika ada kosa kata yang Kalian masih belum yakin cara pelafalannya, Kalian dapat mengeceknya di kamus. Bagaimana dengan hasil kerja Kalian untuk bagian pertanyaan dari Practice 1? Ayo kita cek hasil kerja Kalian dengan kunci jawaban berikut ini.

1. In a historical site (close to a heroic monument)
2. Riza. He still could remember "Keep our city clean and green" program that he attended when he was in Junior High School.
3. It was a very good program.

Setelah memahami sebuah percakapan tentang pengalaman masa lalu (past experience recount), mari sekarang kita mencoba menyusun kalimat dengan bentuk kata kerja yang tepat dan menyusun kalimat menjadi sebuah teks yang utuh dengan benar.

### Practice 2

#### A. Complete the text by using the correct form of the verb in the bracket

1. During the presidential campaign, Abraham Lincoln (pledge) to abolish slavery throughout the Nation.
2. The Dutch .....(bring) over Japanese and Indian workers to Suriname.
3. In 1770, English Lieutenant James Cook .....(chart) the Australian east coast in his ship, HM Barque Endeavour.
4. To .....(overcome) bankruptcy, the Dutch colonial government .....(implement) the cultivation system or cultuurstelsel (Dutch) in Java in the mid 19<sup>th</sup> century.

#### B. Arrange the jumbled sentences into a paragraph

1. I was sleeping in my hotel room when a loud noise woke me.
2. The sky was bright and lots of people were running.
3. I put on some clothes and ran towards the harbour, too.
4. I was on holiday in Barghouti, a small island in the South Pacific.
5. They were all running towards the harbour.
6. I ran to the window.
7. I was lucky that I had been saved.
8. On the day after I arrived, I had a terrible experience.
9. I managed to get on a ship.
10. The ship was just leaving when the lava hit the town.

Apakah Kalian sudah dapat menyelesaikan latihan yang diberikan? Sangat mudah bukan? Coba Kalian cek hasil kerja Kalian dengan membandingkannya dengan kunci jawaban berikut ini.

#### Kunci Jawaban Bagian A:

1. pledged
2. brought
3. charted
4. overcome, implemented

#### Kunci Jawaban Bagian B :

4 - 8 - 1 - 6 - 2 - 5 - 3 - 9 - 10 - 7

Nah, sekarang, ayo kita berlatih menyusun sebuah draft untuk teks recount. Untuk memudahkan Kalian menyusun draft teks tersebut, Kalian dapat menjawab pertanyaan-pertanyaan yang disajikan di tabel.

**Practice 3**

**Write a draft of a recount text that you are going to develop into your writing below. Choose one historical story that interests you.**

| Components    | what you write   | write your draft here |
|---------------|--|-----------------------|
| Orientation   | what happened?<br>who was involved?<br>where did it happen?<br>when did it happen? |                       |
| Events        | chronological series of events   |                       |
| Reorientation | comments on the event  |                       |

Setelah menjawab pertanyaan-pertanyaan tersebut, coba susun jawaban-jawaban Kalian menjadi rangkaian kalimat yang utuh. Dari kalimat-kalimat utuh yang telah tersusun, coba satukan menjadi sebuah teks dengan menambahkan kata hubung antar kalimat.

Setelah teks yang Kalian buat tersusun, saling tukarkan hasil kerja Kalian dengan teman untuk dapat saling memberikan umpan balik. Kalian juga dapat meminta bantuan Bapak/Ibu guru untuk mengecek hasil kerja Kalian.

**C. Rangkuman**

Agar lebih mudah dalam menyusun sebuah teks recount, Kalian dapat mengikuti tips penulisan teks recount berikut.

**TIPS FOR WRITING A GREAT RECOUNT TEXT**

- ✓ Decide an event to tell.
- ✓ List what happened, who was involved, when and where the event took place.
- ✓ List the event in a chronological order.
- ✓ Use the correct language and terms.
- ✓ Use paragraphs effectively. Each new element of your information report should start with a new paragraph. Be sure to check out our own complete guide to writing perfect paragraphs here.
- ✓ Recount texts are always written in past tense.

Setelah memahami tentang cara menyusun sebuah teks recount dengan mudah dan benar, sekarang ayo kita praktikkan kembali.

**D. Latihan Soal**

Sekarang tiba saatnya kalian menulis sebuah teks recout. Baca petunjuk latihan soal di bawah ini dengan teliti.

**Rewriting a chronology of a text**

Write a recount text. You can rewrite the chronology of the battle of Surabaya or Proclamation of Indonesia Independence Day. If you choose one of them, read the passage again and the task on text structure, then close the book. Now try to rewrite the chronology of the events in either of the texts (pilih salah satu text). Complete the table below using your own words.

| <b>Components</b>    | <b>what you write</b>   | <b>write the chronology here</b> |
|----------------------|---|----------------------------------|
| <b>Orientation</b>   | <b>what happened?<br/>who was involved<br/>where did it happen?<br/>when did it happen?</b> |                                  |
| <b>Events</b>        | <b>chronological series<br/>of events</b>   |                                  |
| <b>Reorientation</b> | <b>comment on the event</b>   |                                  |

Sediakan kertas khusus untuk menuliskan teks recount kalian. Mulailah dengan menuliskan poin-poin peristiwanya, kemudian tulis terlebih dahulu draft tulisan sebelum menuliskan tulisan final kalian. Jika sudah selesai kalian bisa melihat kemungkinan jawaban pada halaman berikut sebagai pembanding tulisan kalian.

Berikut ini adalah kemungkinan jawaban untuk Latihan soal **Rewriting a chronology of a text**. Tulisanmu tidak harus persis sama jika kalian memilih topik yang sama. Semakin original tulisanmu dengan kata-kata sendiri semakin baik. Topik yang dipilih di sini adalah "The Chronology of Surabaya Battle".

| <b>Components</b>    | <b>what you write</b>   | <b>write the chronology here</b>  |
|----------------------|---|---|
| <b>Orientation</b>   | <b>what happened?<br/>who was involved<br/>where did it happen?<br/>when did it happen?</b> | The Surabaya battle took place in Surabaya on 10 November 1945 involving the British troops led by Lieutenant General Sir Philip Christison and Indonesian heroic troop led by revolutionary leader Bung Tomo.  |
| <b>Events</b>        | <b>chronological series of events</b>   | Brigadier Mallaby - the commander of Allied Forces from British troop and the Governor of East Java Mr. Surya had come to an agreement that British army would not ask Indonesian troops and militia to surrender their weapons. However, short after that agreement on 27 October 1945, there was a fatal misinformation distributed by a British plane from Jakarta which dropped leaflets all over Surabaya informing that Indonesian should surrender all the weaponry to them. The leaflets triggered the Indonesian troops and militia anger and frustration because they felt betrayed. On 30 October 1945, Brigadier Mallaby was killed near Jembatan Merah or Red Bridge, Surabaya. The British accused Indonesian troop murdering the commander. The Allied forces under the command of Lieutenant General Sir Philip Christison attacked and siege Surabaya in the early morning of 10 November 1945. The Indonesian troops defended the city heroically for three days claiming thousands of lives and destruction of the city. |
| <b>Reorientation</b> | <b>comment on the event</b>   | This battle provoked the International attention regarding the Indonesian struggle to defend the independence. Nowadays the Surabaya battle is marked as the Indonesian Hero day.   |

## E. Penilaian Diri

Kita sudah banyak berlatih, saatnya untuk mengecek apakah Kalian telah benar-benar menguasai materi ini. Isilah evaluasi diri berikut untuk mengetahui sejauh mana Kalian memahami aktivitas belajar ini :

| No. | URAIAN PERNYATAAN  | SETUJU | TIDAK SETUJU |
|-----|--|--------|--------------|
| 1   | Saya selalu berdoa sebelum dan sesudah belajar   |        |              |
| 2   | Saya belajar menggunakan modul ini secara terjadwal  |        |              |
| 3   | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain  |        |              |
| 4   | Saya sudah dapat membedakan teks recount yang berkaitan dengan peristiwa sejarah berdasarkan fungsi sosial, struktur teks dan ciri kebahasaannya |        |              |
| 5   | Saya dapat menyusun sebuah teks recount sesuai dengan fungsi sosial, struktur kebahasaannya dan ciri kebahasaan sesuai konteks penggunaannya     |        |              |

## PENUTUP

### Evaluasi

Read the text and answer the questions that follow by choosing the correct option.

The following text is for questions no. 1 to 3.

My favourite sport is marathon running. There is a small town in Greece called Marathon, and the race is called marathon because of a Greek legend. A Greek messenger ran all the way from the battlefield of Marathon to Athens to announce victory. He did it without stopping, but died on arrival! Now there are about 500 marathon races worldwide.

I ran in my first marathon in 2011, and it was fantastic. I trained for four months for the race. Sometimes it was hard, but usually I enjoyed it. There were five thousand runners in my race, and I was one of the last ones to arrive – it took me seven hours and twelve minutes! But that isn't important. I enjoyed it and felt proud that I finished the 42.195 kilometres. Yes, that's how far we ran. Now I'm training for my next marathon. If I'm fit enough, I'll take part in the London Marathon next year.

1. The text tells us about
  - A. the background to the marathon race and the writer's own experience.
  - B. the history of the marathon race and the kind of people who run in it today.
  - C. the background to the Battle of Marathon and the reasons for victory.
  - D. details of the writer's training plan for the London Marathon next year.
  - E. details of my training plan for the London Marathon next year.
  
2. How did the writer feel about the race?
  - A. Disappointed because he was one of the last ones to arrive.
  - B. Angry because he thought he should have trained harder.
  - C. Unhappy because it took so long.
  - D. Pleased that he had managed to complete it.
  - E. dissatisfied because he couldn't complete it
  
3. '... and felt proud that I finished the 42.195 kilometres.'  
What is the opposite of the underlined word?
  - A. pleased
  - B. ashamed
  - C. sad
  - D. superior
  - E. happy
  
4. Arrange the sentences into a good paragraph
  - 1) As we were leaving the house, Toby saw a cat.
  - 2) I got up early and looked out of the window.
  - 3) He pulled me outside and the door slammed behind me in the wind.
  - 4) He began to bark and pull on the lead.
  - 5) I took a shower and got dressed.
  - 6) It was a lovely day so I decided take my dog, Toby, to the park.
  - 7) Unfortunately, my keys were inside.
  - 8) Then I put Toby on the lead and got ready to leave the house.

The best arrangements for the sentences above is ...

- A. 2 - 5 - 6 - 8 - 7 - 1 - 4 - 3
- B. 2 - 6 - 5 - 8 - 1 - 4 - 3 - 7
- C. 5 - 1 - 8 - 4 - 3 - 2 - 7 - 6
- D. 1 - 3 - 5 - 7 - 2 - 4 - 6 - 8
- E. E, 3 - 1 - 5 - 7 - 2 - 4 - 6 - 8

**The following text is for questions no. 5 to 7**

Ichiro Suzuki is a famous and successful Japanese baseball player. He was born in Toyoyama, Japan in 1973. From the age of seven he practised for several hours a day, trained by his father. By the age of 12, Ichiro knew he wanted to be a professional baseball player. Although some teams were put off because he was so small, he turned professional at the age of 18.

In 1992 Ichiro played in a Kobe's Orix Blue Wave, but for a long time he couldn't get into the first team. The manager didn't like his style. In 1994, a new manager came and promoted Ichiro. By the end of the year he was famous. Japan's media called him the 'human batting machine'.

In 2000 Ichiro signed a three-year contract with the Seattle Mariners. He was the first Japanese position player ever to play in America. He immediately started breaking records and making history. He still plays for the Mariners.

- 5. The text is a...
  - A. sports report.
  - B. description of a baseball match.
  - C. portrait of a baseball player.
  - D. history of Japanese baseball.
  - E. Ichiro's letter.
  
- 6. The text tells us that some teams did not want Ichiro because of his ...
  - A. size.
  - B. nationality.
  - C. age.
  - D. style.
  - E. selfishness.
  
- 7. The text tells us that Ichiro...
  - A. became a professional baseball player when he was 12.
  - B. is unknown outside Japan.
  - C. is still trained by his father.
  - D. has been playing for the Seattle Mariners since 2000.
  - E. was a manager of the baseball player.
  
- 8. To ensure that they would win the battle, the foreign army ... sent to the battle ground, some of which include weaponry and logistical support.
  - A. be
  - B. is
  - C. was
  - D. were
  - E. has been



9. The defeat in the Battle of Surabaya ... the militia movement only for a while. The heroic spirit had spread out and inflamed others to continue fighting for the country's independence.
- A. hampered
  - B. rallied
  - C. angered
  - D. refused
  - E. advanced
10. Sukarno had ... wanted the declaration to be read at Ikada Plain, the large open field in the centre of Jakarta, but due to unfounded widespread apprehension over the possibility of Japanese sabotage, the venue was changed to Sukarno's house at Pegangsaan Timur 56.
- A. secondly
  - B. finally
  - C. lastly
  - D. initially
  - E. eventually

### **Kunci Jawaban Evaluasi**

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

### **Pembahasan Soal Evaluasi**

1. Opsi A benar karena teks membuka paragraf dengan kalimat "My favourite sport is marathon running. There is a small town in Greece called Marathon, and the race is called marathon because of a Greek legend."  
Opsi B menguraikan tentang sejarah marathon  
Opsi C latar belakang marathon  
Opsi D tentang rencana pelatihan si penulis  
Opsi E tentang rencana pelatihan saya  
Kesimpulan : B,C,D,E tidak benar
2. Menanyakan tentang perasaan si penulis terhadap olahraga tersebut. Jawaban yang benar adalah opsi D, pada paragraf 2 menggambarkan rasa senang beliau meskipun tidak menjadi pemenang.
3. Yang dipertanyakan adalah lawan kata proud yang artinya sombong kata yang sesuai adalah ashamed yang artinya malu, jadi jawaban yang tepat adalah opsi B.
4. Penyusunan kalimat yang tepat adalah opsi B. kalimat orientasi dibuka dengan :  
I got up early and looked out of the window. Dan lebih tepat dilanjutkan dengan :  
It was a lovely day so I decided take my dog, Toby, to the park.
5. Teksnya menceritakan tentang potret pemain baseball sehingga jawaban yang tepat adalah opsi C
6. Teks menggambarkan ada beberapa tim yang tidak menyukai Ichiro karena Ichiro berbadan kecil, untuk jawaban yang tepat adalah opsi A
7. Teks ini menceritakan tentang Ichiro yang sudah bermain untuk tim Marine sejak tahun 2000 opsi D yang tepat untuk pilihannya
8. Untuk melengkapi soal pada nomor ini adalah kata kerja kerja to be yang tepat adalah kata kerja to be berbentuk past yaitu "was" lebih tepat di banding dengan kata kerja to be yang lain. Opsi yang benar adalah opsi C.
9. Untuk melengkapi kalimat pada soal ini membutuhkan kata kerja dalam bentuk lampau, hanya saja harus menentukan kata yang sesuai dengan konteksnya, untuk opsi yang tepat adalah Opsi A lebih tepat - hampered .
10. Sepenggal teks tentang keinginan awal presiden Sukarno membaca teks proklamasi kemerdekaan Indonesia di Ikada, lapangan luas di pusat Jakarta namun tidak terjadi karena ada kekhawatiran sabotase dari Jepang, untuk kata keterangan yang menerangkan kronologis waktu yang tepat adalah "initially" atau pada awalnya.

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
DIREKTORAT JENDERAL PENDIDIKAN ANAK USIA DINI,  
PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH  
DIREKTORAT SEKOLAH MENENGAH ATAS  
2020



# Modul Pembelajaran SMA Bahasa Inggris



KELAS  
X



**Narrative Text**  
**The Green Princess**  
**BAHASA INGGRIS KELAS X**

**PENYUSUN**  
**Dra. SITI ZULFAH, M.Hum**  
**SMA NEGERI 3 MEDAN**

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## GLOSARIUM

|                 |   |
|-----------------|---|
| in days of yore | a long long time ago  |
| chaotic         | completely confused or disordered   |
| clump           | family  |
| gale            | a strong current of air   |
| incense         | material used to produce a fragrant odor when burned                                      |
| Lump            | a piece or mass of indefinite size and shape  |
| ruse            | a wily subterfuge   |
| vizier          | a high executive officer of various Muslim countries and especially of the Ottoman Empire |

## PETA KONSEP





## PENDAHULUAN

### A. Identitas Modul

|                |  |
|----------------|--|
| Mata Pelajaran | : Bahasa Inggris   |
| Kelas/Semester | : X/Genap  |
| Alokasi Waktu  | : 10 Jam Pelajaran   |
| Judul Modul    | : <i>Narrative Text - The Legend of Putri Hijau (The Green Princess)</i> |

### B. Kompetensi Dasar

| Kompetensi Dasar  | Indikator Pencapaian Kompetensi  |
|---|--|
| 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>Narrative</i> lisan dan tulis dengan meminta dan memberi informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya. | 3.8.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa legenda rakyat.<br>3.8.2. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks legenda rakyat.                 |
| 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>Narrative</i> , lisan dan tulis sederhana terkait legenda rakyat.   | 4.8.1. Menemukan informasi rinci tersurat mau pun tersirat terkait teks legenda rakyat.<br>4.8.2. Menulis pesan moral terkait <i>Narrative</i> legenda rakyat.<br>4.8.3. Merangkum isi teks <i>Narrative</i> legenda rakyat. |

### C. Deskripsi Singkat Materi

Anda tentu pernah mendengar cerita atau dongeng yang mungkin diceritakan oleh nenek atau kakek tentang asal usul kejadian suatu tempat atau sering dikatakan cerita legenda rakyat, tentu menyenangkan, bukan? Anda juga tentu pernah ditanya tentang “Malin Kundang”, “Danau Toba”, “Cinderella” dan banyak cerita lainnya. Bagaimana cerita-cerita tersebut menurut pendapat Anda, menarikkah?

Terkait dengan cerita rakyat tersebut. Perhatikan cuplikan kalimat berikut:

- A : “Have you ever heard a story about The Green Princess?”
- B : “Oh, yeah, I once *heard* the story from a tour guide when I *visited* the Maimoon Palace in Medan, North Sumatera. It was such a wonderful story that made my imagination *went* back through the time. The guide *was* very good at telling the story.”

Menurut Anda apakah jawaban yang diberikan merupakan cerita *Narrative*? Tepat sekali! Jawaban tersebut mengisahkan tentang cerita rakyat yang tujuannya menghibur pendengar atau pembaca, dengan kalimat menggunakan keterangan waktu masa lalu (*past tense*).

Pada modul ini Anda akan diajak berlatih untuk mampu membedakan dan menangkap makna pada teks *Narrative*. Untuk mencapai Kompetensi Dasar (KD) ini, banyak model teks *Narrative* terkait legenda rakyat yang perlu dibaca, serta pertanyaan dalam bentuk latihan terstruktur yang harus dijawab. Anda harus membiasakan diri untuk membaca dan menulis teks *Narrative* terkait legenda rakyat terutama di daerah Anda.

Untuk mengetahui kemajuan belajar Anda, perlu dilakukan penilaian otentik antara lain unjuk kerja dalam bentuk pilihan berganda, *essay* untuk kemudian dikumpulkan dalam portofolio masing-masing.

#### **D. Petunjuk Penggunaan Modul**

Pada modul ini Anda akan diajak berlatih empat skill belajar bahasa yaitu mendengar (*listening*), berbicara (*speaking*), membaca (*reading*), dan menulis (*writing*) dalam bahasa Inggris tentang pemahaman teks *Narrative*. Modul ini dibagi menjadi 2 bagian yaitu:

- Kegiatan belajar (Learning Activity) 1. *Let's discuss the generic structure and the language features of narrative text*
- Kegiatan Belajar (Learning Activity) 2. *Let's comprehend the narrative text*

Silahkan perhatikan petunjuk penggunaan modul berikut ini:

1. Modul ini dapat dipelajari secara mandiri atau kelompok, baik di sekolah maupun diluar sekolah
2. Simak, baca, dan amati contoh-contoh dari berbagai sumber dengan cara diskusi, demonstrasi, simulasi, dan tanya jawab.
3. Diskusikan dengan teman atau membentuk kelompok diskusi yang efektif.
4. Kerjakan latihan-latihan dan evaluasi yang ada pada modul ini.
5. Pelajari sumber-sumber belajar lainnya tentang pembelajaran atau latihan terkait peristiwa masa lampau.
6. Jika ada kendala atau kesulitan, diskusikan kembali dengan teman dan jika masih belum mendapatkan jawaban yang kurang memuaskan tanyakan kepada guru atau pakar lainnya.

## E. Materi Pembelajaran

Modul ini terbagi menjadi 2 kegiatan pembelajaran dan di dalamnya terdapat uraian materi, contoh soal, soal latihan dan soal evaluasi. Pada modul ini Anda akan berlatih:

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

Kedua : Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *Narrative*, lisan dan tulis sederhana terkait legenda rakyat

***Narrative text*** adalah jenis teks yang menghubungkan rangkaian kejadian dan berisi tentang cerita fiksi maupun non fiksi. Dua bentuk teks tersebut menggunakan bahasa imajinatif dan mengekspresikan emosi. Tujuan teks *Narrative* adalah untuk menghibur pembaca dan menceritakan kisah yang terjadi di masa lampau. Ada beberapa jenis teks *Narrative* antara lain: *legend, fairy tale, fable, a journey or a voyage, folk tales*. Namun, pada pembahasan ini difokuskan pada cerita legenda.

### **Fungsi Sosial teks *Narrative*:**

- Menghibur
- Memberi pelajaran atau informasi
- Merubah opini sosial

### **Struktur teks *Narrative*:**

1. ***Orientation*:**

Menyeting awal cerita dan memperkenalkan karakternya (who, when, what, and where).

2. ***Complication*** (problem arises followed by other problem):

Menguraikan tentang masalah pada cerita dan bagaimana karakter utama menyelesaikan permasalahan. Bagian ini meliputi situasi, kegiatan atau kejadian kejadian yang menimbulkan masalah/ kompleks sampai pada klimaksnya yang dapat dilihat ketika krisis muncul.

3. ***Resolution*:**

Krisis menurun biasanya ke arah yang lebih baik namun dapat pula lebih buruk.

4. **Reorientation** (optional)

Biasanya menunjukkan akhir dari cerita biasanya akhir yang menyenangkan atau menyedihkan.

**Unsur kebahasaan teks *Narrative*:**

- Simple Past tense
- Noun phrase
- Time connectives dan conjunctions seperti: however, although, later, then.
- Adverbs and adverbial phrases menerangkan tempat dan waktu kejadian seperti once upon a time, long time ago.
- Action verbs (kata kerja aksi) menunjukkan satu aksi seperti: *stood, explained, smashed.*
- Saying and thinking verbs menunjukkan apa yang dirasakan/dipikirkan/dikatakan si karakter seperti: told, realized, decided.

## KEGIATAN PEMBELAJARAN 1

### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 1 ini pembelajar diharapkan dapat:

- ☑ Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan.
- ☑ Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks *Narrative*
- ☑ Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar.
- ☑ Memahami struktur teks *Narrative* dalam memberi dan meminta informasi terkait legenda rakyat
- ☑ Memahami unsur kebahasaan dari teks *Narrative* dalam memberi dan meminta informasi terkait legenda rakyat

### A. Uraian Materi



**Amati dan gunakan pertanyaan-pertanyaan berikut untuk mendiskusikan jalan alur cerita!**

- 1) When did the story happen?
- 2) Who are the characters?
- 3) Where did the story take place?
- 4) What is the problem (complication)?
- 5) What is the ending (resolution)?

### VOCABULARY BUILDER

Coba anda pasang kata-kata berikut dengan menarik tanda panah kepada arti katanya di dalam bahasa Indonesia

|                 |                        |
|-----------------|------------------------|
| in days of yore | perdana menteri        |
| ruse            | kemenyan               |
| Vizier          | tipuan                 |
| Lump            | remah                  |
| incense         | angin kencang          |
| Gale            | pada zaman dahulu kala |

### PRONUNCIATION PRACTICE

Mari berlatih mengucapkan kata-kata baru berikut ini:

Incense : n·cense | \ 'in-,sen(t)s \  
Gale : \ 'gāl \  
Lump: \ 'lɒmp \  
Ruse: \ 'rūs , 'rüz \  
Vizier: vi·zier | \ və-'zir \  
chaotic: \ kâ-'ä-tik \  
clump: \ 'klɒmp \

#### Practice 1:

Practice the following dialog and answer the questions below:

Anna : Have you ever heard a story about The Green Princess?  
Jane : Oh, yeah, I once *heard* about the story from the tour guide when I *visited* the Maimoon Palace in Medan, North Sumatera. It was such a wonderful story that made my imagination *went* back through the time. The guide *was* very good at telling the story.  
Anna : Why do people in there call her Putri Hijau?  
Jane : She was called the Green Princess because her body always emitted a green light, especially if she was playing in the park during the full moon.  
Anna : She must be very beautiful. That's why the Sultan was infatuated with her beauty.  
Jane : Absolutely... ok Let's go to class for further discussion  
Anna : Okay ... Let's go

Answer the questions:

1. What is the dialogue about?
2. Where does the conversation take place?
3. Who is Putri Hijau?
4. Where is the origin of the story?

**Practice 2:**

Berikut contoh teks *narrative* mengenai sebuah legenda Putri Hijau di daerah Melayu Deli Sumatera Utara, baca dengan suara teks di bawah ini, kemudian amati dan tentukan (tempatkan posisi text kedalam table dan beri warna dimana perlu):

1. Social Function
2. Text structure
3. Language features (Simple Past tense , Noun phrase, time connectives dan conjunctions, adverbs and adverbial phrases, action verbs, saying and thinking verbs)



In days of yore, when Shah Mukhayat Sultan of Aceh was resting in the palace, suddenly he saw a green light from the East. The Sultan immediately called his vizier and asked what the light was. The vizier was also shocked and could not answer the Sultan's question. Only the next morning a Sultan's confidant was sent to investigate the light. The results of the investigation were said that the light came from the body of the Green Princess in the Old Deli. It was said that the princess was the daughter of the Deli Kingdom - Sultan Sulaiman. When he died, he left three children. The eldest was named Mambang Jazid, the second was Putri Hijau (The Green Princess), and the last one was Mambang Khayali. The sons and daughter of Sultan Sulaiman were considered by his people as the incarnation of the gods. They were adored as magical people. The Green Princess herself was a beautiful

woman. She was called the Green Princess because her body always emitted a green light, especially if she was playing in the park during the full moon.

Having heard the story, Sultan Mukhayat Syah then fell in love, even though the Sultan had never seen the princess' face before. Having feeling infatuated to the Princess, he, accompanied by his bodyguards, left for Deli to propose the daughter of the Old Deli Kingdom.

Upon arrival in Labuhan, the Sultan immediately sent a courier. Jazid had passionate spirits, and told her about the Sultan's wish to marry the graceful Putri Hijau. However, Putri Hijau rejected Sultan Mukhayat Syah's proposal. Of course the refusal made Sultan very angry and felt humiliated. Feeling disappointed, He challenged a war. The War ensued and many of his soldiers were killed in the battle.

Finally, the Prime Minister of Aceh discovered a trick, which was thought to be able to defeat the Deli Tua soldiers. The ruse took the form of shooting ringgit money at the enemy camps, in the form of clumps of thorny bamboo that were tightly surrounding the town of Deli Tua. Seeing the ringgit money, the people of Deli Tua, without thinking anymore, immediately cut and cut down the thorny bamboo clumps. As a result, the defense of the city of Deli Tua was destroyed. It was difficult for them to withstand the attack of Sultan Mukhayat Syah's army.



To withstand further attacks, Mambang Khayali transformed himself into a cannon that could shoot at the enemy. However, while the battle was raging fiercely, he felt very thirsty. He asked the Green Princess for a drink, but his request was denied. According to the Green Princess, it could be dangerous. As a result, his joints felt weak, while he continued to spit out his cannon. Suddenly his body broke in two. The head cannon was bouncing up to Aceh, while the rear remained at the Deli.

Mambang Jazid had the feeling that they would lose the war. He said to Putri Hijau "if you are to be taken prisoner by the Sultan of Aceh, sooner, ask the Sultan to place you in a glass coffin, and Sultan cannot touch you before arriving in Aceh. On arrival in Aceh, you



beg the Sultan to order his people to bring offerings each of a chicken egg and a handful of rice (*white rice*). All these offerings must be piled on the shore. After the ceremony is over, the lump must be thrown into the sea.” He continued saying “At that time you get out of the glass coffin, burn the incense while calling out my name Mambang Jazid.” After leaving that last message, Mambang Jazid disappeared magically.

What Mambang Jazid predicted came true, Putri Hijau was under arrest then taken as prisoner to the Kingdom of Aceh. Before departing to Aceh, she immediately proposed the conditions as ordered by Mambang Jazid. Sultan Mukhayat Syah granted it. In Aceh the king's ship docked in front of Tanjung Jambu Air. The Sultan ordered his people to hold an offering ceremony as begged by Putri Hijau. All the people fulfilled what she asked.

After the ceremony, Putri Hijau was seen coming out of her glass coffin. In a puff of incense smoke, Putri Hijau mentioned her brother's name. All of sudden there was a gale and heavy rain accompanied by lightning, and the waves were very high and strong. The world was almost doomed. Suddenly came a giant dragon of the waves and the boat went straight to the Sultan. He hit the ship with its tail until the ship split into two and sank immediately. Sultan Mukhayat Syah was safe.

In the chaotic situation, the Green Princess immediately returned to her glass coffin so that when the waves hit the ship, she could float on the sea. The Dragon immediately slid closer to the coffin and lifted the coffin with his head and carried her to the Straits of Malacca.

The movement was so fast that the Sultan could not do anything. He could only dream, miss, and remember the Green Princess who was already his, but then, disappeared forever.

Source : <http://dongeng1001cerita.blogspot.com/2013/10/legenda-putri-hijau.html>

### Discussion:

Look at the example then do the rest for the language features:

| Generic structure | The text  | Language features  |
|-------------------|---|--|
|                   | <p>In days of yore, when Shah Mukhayat Sultan of Aceh was resting in the palace, suddenly he saw a green light from the East. The Sultan immediately called his vizier and asked what the light was. The vizier was also shocked and could not answer the Sultan's question. Only the next morning a Sultan's confidant was sent to investigate the light. The results of the investigation said that the light came from the body of the Green Princess in the Old Deli. It was said that the princess was the daughter of the Deli Kingdom - Sultan Sulaiman. When he died,</p> | <p><b>Shown in color</b></p> <p><b>Simple Past tense :</b></p> <p>Noun phrase</p> <p>Time connectives dan conjunctions</p> <p>Adverbs and adverbial phrases:</p> <p>Action verbs</p> |

|   |   |  |
|---|---|--|
| <p><b>Orientation</b></p>                         | <p>he <b>left</b> three children. The <b>eldest</b> was named Mambang Jazid, the second was Putri Hijau (The Green Princess), and the last one <b>was</b> Mambang Khayali. The sons and daughter of Sultan Sulaiman <b>were</b> <b>considered</b> by his people as the incarnation of the gods. They <b>were</b> adored as magical people. The Green Princess herself <b>was</b> a beautiful woman. She <b>was</b> called the Green Princess <b>because</b> her body always <b>emitted</b> a green light, especially if she was playing in the park during the full moon.</p>   | <p><b>Saying and thinking verbs:</b></p> |
| <p><b>Complication</b></p> <p>paragraph 2 - 8</p> | <p>Having heard the story, Sultan Mukhayat Syah then fell in love, even though the Sultan had never seen the princess' face before. Having feeling infatuated to the Princess, he, accompanied by his bodyguards, left for Deli to propose the daughter of the Old Deli Kingdom.</p> <p>...</p> <p>In the chaotic situation, the Green Princess immediately returned to her glass coffin so that when the waves hit the ship, she could float on the sea. The Dragon immediately slid closer to the coffin and lifted the coffin with his head and carried her to the Straits of Malacca. The movement was so fast that the Sultan could not do anything.</p> |  |
| <p><b>Resolution</b></p>                          | <p>In the chaotic situation, the Green Princess immediately returned to her glass coffin so that when the waves hit the ship, she could float on the sea. The Dragon immediately slid closer to the coffin and lifted the coffin with his head and carried her to the Straits of Malacca. The movement was so fast that the Sultan could not do anything</p>  |  |
| <p><b>Reorientation</b></p>                       | <p>He could only dream, miss, and remember the Green Princess who was already his, but then, disappeared forever</p>  |  |

**Practice 3:**

Buatlah pertanyaan sebanyak mungkin, minimal 5 pertanyaan menggunakan kata Tanya *who, what, when, where, why*.

Selanjutnya, Anda dapat bertukar jawaban dengan temanmu. Diskusikan apakah pertanyaan nya sudah benar.

For example:

Yang digarisbawahi merupakan acuan untuk jawabannya:

In days of yore, when Shah Mukhayat Sultan of Aceh was resting in the palace, suddenly he saw a green light from the East

**Question:**

*What did he see from the East?*

The Sultan immediately called his vizier and asked what the light was.

**Question:**

*Who did the Sultan call?*

**Catatan Penting:**

Garis bawah pada pertanyaan merupakan perubahan kata kerja dalam bentuk *past*, menggunakan kata kerja bantu *did*

**B. Rangkuman**

**NARRATIVE TEXT**

**Narrative text** is a kind of text to retell the story using past tense.

**The purpose** of the text is to entertain or to amuse the readers or listeners about the story.

**Function:**

- To entertain the readers.
- To teach or inform.
- To change social opinion

**The Generic Structure of Narrative text:**

|                |   |
|----------------|---|
| Orientation    | It set the scene and introduce the participants (it answers the question: who, when, what, and where)   |
| Complication   | Tells the problems of the story and how the main characters solve them. This part includes situations, activities, or events that lead problem/complication to the climax. It shows when the crisis arise |
| Resolution     | The crisis is revolved, for better or worse. It shows the end of the story, usually a happy ending  |
| Re-orientation | (optional) The ending of the story.   |

**Other Generic Structures of Narrative text:**

|            |  |
|------------|--|
| Evaluation | (optional) The stepping back to evaluate the story or the moral message of the story |
| Coda       | (optional) changes of the characters of lesson/value of the story.                   |

**The Grammatical Features of Narrative Texts:**

- ☑ Adjectives to build noun groups to describe the people, animals or things in the story, such as ... a nice, diligent and kind-hearted man, etc.
- ☑ Time connectives and conjunctions to sequence events through time, such as however, although, later, then.
- ☑ Adverbs and adverbial phrases to locate the particular events, such as once upon a time, long time ago.
- ☑ Action verbs to indicate the actions, such as stood, explained, provided, smashed
- ☑ Saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told, realized, decided'
- ☑ Past Tense

☑ **Past tense for statement (positive form)**

| Subject         | Verb in the past       | Complement   |
|-----------------|------------------------|--|
| Mambang Khayali | transformed            | himself into a cannon that <u>could</u> shoot at the enemy |
| He              | <u>felt</u>            | very thirsty.  |
| He              | <u>asked</u>           | the Green Princess for a drink                             |
| His request     | <u>was</u> denied      |  |
| The head cannon | <u>was</u> bouncing up | to Aceh  |
| the rear        | <u>remained</u>        | at the Deli.   |

| Subject | Verb be: was/were | Verb ing/adjective/noun phrase |
|---------|-------------------|--------------------------------|
| I       | was               | at school this morning         |
| she     | was               | doing homework when you came   |

☑ **Past tense for negative statement (negative form)**

| subject            | did not | verb infinitive | complement                |
|--------------------|---------|-----------------|---------------------------|
| The Green Princess | did not | return          | to her glass coffin       |
| The princess       | did not | accept          | his proposal to marry her |

☑ **Past tense for questions (interrogative form)**

| question word | did | subject     | verb infinitive | complement                 |
|---------------|-----|-------------|-----------------|----------------------------|
|               | Did | she         | accept          | his proposal to marry her? |
|               | Did | Putri Hijau | mention         | her brother's name ?       |
| What          | did | Putri Hijau | mention?        |                            |

## D. Penugasan Mandiri

Kembali kepada cerita *Putri Hijau* di atas, coba anda tentukan unsur kebahasaan dari paragraph 2, 3 dan 4, tuliskan kata yang terkait dalam table berikut ini:

| Paragraph | Simple Past tense (verbs) | Noun Phrase | Time connectives and conjunctions | Adverbs and adverbial phrases | Action verbs | Saying and thinking verbs |
|-----------|---------------------------|-------------|-----------------------------------|-------------------------------|--------------|---------------------------|
| 2         |                           |             |                                   |                               |              |                           |
| 3         |                           |             |                                   |                               |              |                           |
| 4         |                           |             |                                   |                               |              |                           |

work in pairs to discuss the result of your work in Task 1, and then

## E. Latihan Soal

**Task 1: Fill in the blanks with the word(s) given below**

- |                    |              |
|--------------------|--------------|
| A. in days of yore | E. gale      |
| B. ruse            | F. predicted |
| C. vizier          | G. clump     |
| D. chaotic         | H. withstand |

- ... there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.
- The Sulthan asked his ... to investigate the background of the chaos.
- I could hear the ... of his footsteps as he came down the stairs.
- The government has ... that long distance learning will go on up to this coming December.
- In the ... situation the police tried to dismiss the crowd by giving a shot to the air.
- Unlike in 1946, our nation in 2020 is better prepared to .... a scarcity of animal protein.
- On our back home, there was a ... and all of sudden the rain poured heavily.
- His act was just a clever ... to get me to go out with him.

### ***Kunci dan Pembahasan***

1. A      2. C      3. G      4. F      5. D      6. H      7. E      8. B

**Pembahasan:**

| NO | JAWABAN         | PEMBAHASAN  |
|----|-----------------|---|
| 1  | in days of yore | penggunaan adverb of time   |
| 2  | vizier          | wasir   |
| 3  | clump           | clump : noun untuk phrase the clump of his footstep                                   |
| 4  | predicted       | pada kalimat ini diikuti kata kerja ke 3 “predicted”                                  |
| 5  | chaotic         | fungsi kata <i>chaotic</i> sebagai adjective tepat dipasang kan dengan kata situation |
| 6  | withstand       | withstand: menahan (kata kerja)   |
| 7  | gale            | angin kencang diikuti hujan lebat tercurah  |
| 8  | ruse (noun)     | tipu daya   |

**Task 2:**

Mengacu kembali pada cerita Putri Hijau Paragraf 7 – 10 dan tentukan kata kerja aksi dan kata kerja yang berhubungan dengan pikir, kemudian diisi temuan kata kata tersebut pada tabel yang tersedia.

In *Putri Hijau* story (**focus on paragraph 7 – 10**) there are words that tell us what happen.

These words are doing words (verbs). They tell us what the characters do.

Thinking verbs are verbs that describe how the characters feel or what the characters think.

Find the doing and thinking verbs in the story. List them in the following table.

| Paragraph | Doing Verbs (action verbs) | Thinking Verbs                 |
|-----------|----------------------------|--------------------------------|
| 7         |                            | example: predicted , came true |
| 8         |                            |                                |
| 9         |                            |                                |
| 10        |                            |                                |

**F. Penilaian Diri**

Isilah evaluasi diri berikut untuk mengetahui sejauh mana Anda memahami aktivitas belajar ini:

| No. | URAIAN PERNYATAAN  | SETUJU | TIDAK SETUJU |
|-----|--|--------|--------------|
| 1   | Saya selalu berdoa sebelum dan sesudah belajar.              |        |              |
| 2   | Saya belajar menggunakan modul ini secara terjadwal.         |        |              |
| 3   | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain. |        |              |

|   |   |  |  |
|---|---|--|--|
| 4 | Saya sudah dapat membedakan teks <i>Narrative</i> yang berkaitan dengan cerita legenda berdasarkan fungsi sosial, struktur teks dan ciri kebahasaannya.                             |  |  |
| 5 | Saya dapat menyusun kalimat dalam bentuk paragraph pada teks <i>Narrative</i> sesuai dengan fungsi sosial, struktur kebahasaannya dan ciri kebahasaan sesuai konteks penggunaannya. |  |  |

## KEGIATAN PEMBELAJARAN 2

### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 2 ini diharapkan dapat:

- Menemukan informasi rinci tersurat mau pun tersirat terkait teks legenda rakyat.
- Menulis pesan moral terkait *Narrative* legenda rakyat.
- Merangkum isi teks *Narrative* legenda rakyat.

### B. Uraian Materi

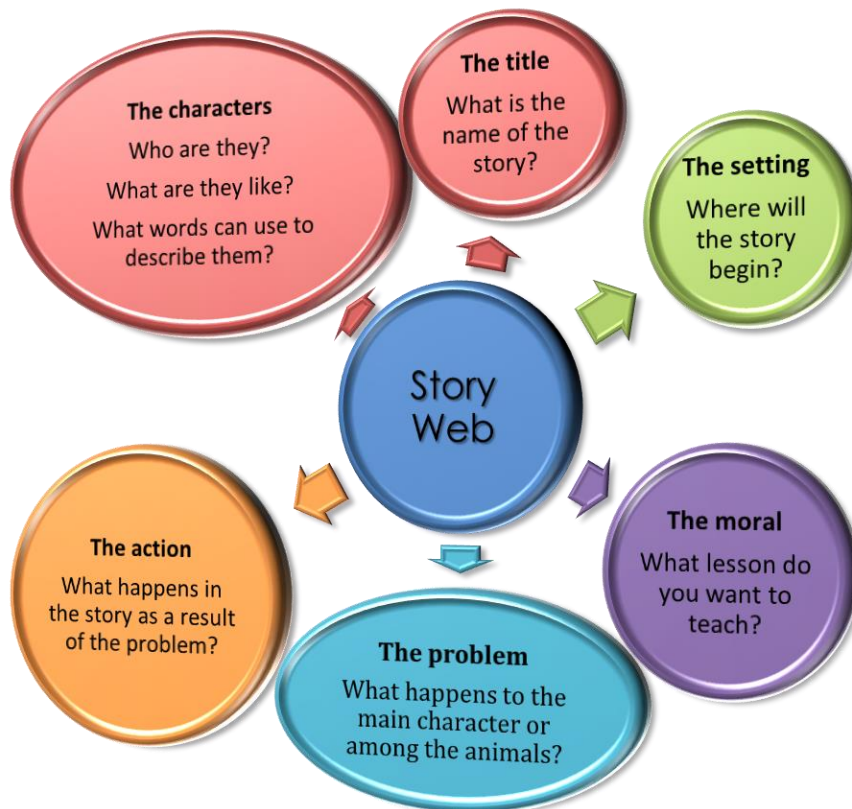
Pada **Learning Activity 2** ini Anda akan diajak membaca beberapa teks *Narrative* terkait cerita legenda. Secara sekilas semua teks tersebut terlihat sama. Namun, Kedua teks tersebut mempunyai tujuan yang berbeda dapat dilihat dari kalimat yang digunakan oleh penulis.

Anda tentu sudah mengetahui bahasa membawa beribu makna tergantung konteksnya dan pemilihan kalimat. Jadi sangat penting mempunyai kemampuan literasi agar tidak terjadi kesalahpahaman akan suatu informasi. Mari berlatih memahami dua teks *Narrative* legenda rakyat berikut, sebelumnya perhatikan story di bawah ini. Dan buat kesimpulan tentang web cerita yang terdapat di dalamnya.

#### Practice 1

Look at the diagram and let's discuss and write your conclusion about the diagram below:





**Practice 2:**

**Read the text and answer the questions that follow**

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in the sea. They were friends, but when they were hungry, they did not want to share their food. They fought over it and never stopped fighting until one of them gave up.

One hot day, Sura and Baya were looking for food. Suddenly Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy! I haven't eaten for two days!" said Sura. Then Sura and Baya fought again. While they were fighting, the goat ran away.

After fighting for hours, Sura and Baya felt very tired. "I'm tired of fighting, Baya," said Sura. "Me too," said Baya. "We must stop fighting. Do you have any idea how?" "Yes, I do. Let's separate our territory. I'll live in the water and look for food in the sea. And you live on the land and in the river and look for food there. Do you agree?" asked Sura.

"Hmm ... let me think about it. OK, I agree. From today, I will never go into the sea again. My place is on the land," said Baya.

So they both lived in different places. But one day Sura was very hungry, and there was not much food in the sea. So he went to the land and looked for some food in the river. Baya was very angry when he discovered that Sura had broken the promise. "Hey, what are you doing here? This is my place. Your place is in the sea!" "But, there is water in the river, right? So, this is also my place!" said Sura. Then Sura and Baya fought again. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his territory again. That was their last fight. But the place where they had fought was a mess. There was blood everywhere, and people named the place 'Surabaya', from Sura the shark and Baya the crocodile. The city logo shows this famous fight.

**Practice 1: read the text above and answer the questions that follow**

1. Write the characters of the story, what are they like?
2. Do you think that they are best friends?
3. Where is the story taken place?
4. What was their agreement?
5. Did one of them feel satisfied? Why?
6. What was the ending of the story?

**Practice 2 read the text carefully**

A long time ago in a small village on the shores of Lake Toba there lived a married couple with a daughter, Seruni. She was sad because her father set her up with a young man who was her own cousin. She had a love affair with a young man in her village. Desperate because she didn't know what to do, she wanted to end her life by jumping into Lake Toba with a pet dog, Toki.



*image source*

When she walked toward the cliffs on the shores of Lake Toba, she suddenly fell into a hole large stone to get into the base. She was so desperate not to ask for help to anyone. She preferred to die in the hole, she told herself. Suddenly the walls of the hole begins to close. "Docked ...! Docked stone..!" Cried Seruni, so that the stone wall is getting closer and choke her.

Toki saw the incident immediately ran to the house to ask for help. At home, Toki immediately approached Seruni's parents with barking, pawing the ground and pacing around his master, Toki tried to tell that Seruni was in danger. Aware of what is implied by the dog, Seruni's Parents immediately headed for the field. Both ran to follow Toki and followed the group of villagers up to the edge of the hole where their daughters fall.

Residents just heard the faint sound of a hole "Docked, Docked stone ...." However, no one could reach that fell into the hole until the shock was catastrophic and making a hole slowly docked and closed by itself. Seruni inside the hole was eventually trapped and could not be saved.

Some time after the shaking stopped, at the top of the hole was closed and it appeared a large stone that resembled a girl's body that seemed to hang on the walls of the cliff on the shores of Lake Toba.

People who saw the incident believe that the stone is an incarnation of Seruni and later renamed it as "Batu Gantung", Hanging Stone in English.

*Source:*

<https://steemit.com/history/@alamcraft/the-legend-of-batu-gantung-hanging-stone-in-lake-toba-north-sumatera-indonesia>

**Answer the following questions based on the text:**

1. What is the story about?
2. Who are the characters? What are they like?
3. Where did the story happen?
4. What is the complication of the story?

### C. Rangkuman

- Untuk memahami satu teks khususnya teks *Narrative*, Anda harus memahami fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan pada cerita tersebut.
- Membuat *story web* juga akan membuat mudah dalam memahami cerita sehingga jika ada kata kata sulit akan mudah menebak kira kira isi dari bacaan tersebut
- Untuk mendalam isi dari bacaan adalah perlu bagi Anda untuk mencari arti kata baru selain yang sudah diperkenalkan di modul ini.

### D. Penugasan Mandiri (optional)

Setelah membaca dua cerita yang ada di atas, buat diagram story web dari masing masing cerita tentang *the legend of Surabaya* and *The Hanging Stone*

1. The Legend of Surabaya
2. The Hanging Stone

### E. Latihan Soal

Agar lebih mahir dalam menangkap makna berbagai teks *Narrative* tentang cerita legenda mari berlatih melakukan hal yang sama untuk

Compare the two texts above:

1. What are the differences between the two texts? Put them in the table based on the story web shown before:

| Description of the Text                      | Text 1 | Text 2 |
|--|--------|--------|
| Title  |        |        |
| Characters (Who,What happened)/describe them |        |        |
| Purpose /Social Function                     |        |        |
| Problems                                     |        |        |
| The action                                   |        |        |
| The resolution                               |        |        |

2. Do they give any moral lessons? If any, what are they?
3. Do you think the generic structures of the two texts the same?

4. Write the summary of each text you read!

**Pembahasan:**

**Untuk soal no 1.** Merujuk pada pertanyaan-pertanyaan yang sudah Anda jawab sebelumnya, dan story web juga dapat memudahkan Anda untuk mengisi table yang diberikan sebagai berikut:

| Description of the Text                      | Text 1   | Text 2  |
|--|--|---|
| Title  | The legend of surabaya   | The hanging sone  |
| Characters (Who,What happened)/describe them | the shark, named Sura and the crocodile, named Baya they were friends but when talking about food they fought each other to survive and they have to negotiate for the territory | a sad woman namer Seruni and her dog named Toki   |
| Purpose /Social Function                     | to give a lesson not to break the promise (answer may vary)  | to give a lesson: obey parents' plan.<br>what is not good for you will not actually bad for you please be broad minded<br>answer may vary |
| Problems                                     | when they could not determine the legal place to get their food  | seruni felt sad because her parents wanted her to marry a man, her own cousin,that she didn't love, then she made a plan to end her life  |
| The action                                   | fighting   | to end her life   |
| The resolution                               | go to their own territory (answer may vary)  | sad ending  |

**Pertanyaan nomor 2** sebenarnya sudah termasuk di dalam table di atas, jawaban bisa bervariasi tergantung dari sisi mana Anda melihat kisah legenda ini.

**Pertanyaan nomor 3** struktur teks (generic structure): *orientation, complication, resolution and reorientation.*

Untuk pembelajaran moralnya juga berbeda serta akhir cerita juga berbeda.

Teks pertama cerita legenda yang memberikan umpanya kepada hewan ikan hiu dan buaya yang lebih menjurus ke fable, namun cerita tersebut menggagambarkan tentan sifat

manusia yang selalu bermasalah kalau sudah berurusan dengan makanan, perkelahian tentunya menjadi jalan untuk menunjukkan siapa yang lebih kuat.

Teks kedua tentang seorang wanita yang memiliki pikiran yang sempit, menolak sesuatu dengan melakukan hal yang nekad. Yang pada dasarnya masih bisa dimusyawarahkan. Akhir yang menyedihkan, perbuatan nekadnya menjadi kutukan baginya yang berubah menjadi batu bergantung.

**Pertanyaan nomor 4** Membuat ringkasan cerita dari dua teks tersebut dengan singkat (lebih kurang 100 kata untuk masing masing teks)

## F. Penilaian Diri

Isilah evaluasi diri berikut untuk mengetahui sejauh mana Anda memahami aktivitas belajar ini:

| No. | URAIAN PERNYATAAN  | SETUJU | TIDAK SETUJU |
|-----|--|--------|--------------|
| 1   | Saya selalu berdoa sebelum dan sesudah belajar   |        |              |
| 2   | Saya belajar menggunakan modul ini secara terjadwal  |        |              |
| 3   | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain  |        |              |
| 4   | Saya sudah dapat membedakan teks <i>Narrative</i> yang berkaitan dengan cerita legenda berdasarkan fungsi sosial, struktur tek dan ciri kebahasaannya                              |        |              |
| 5   | Saya dapat menyusun kalimat dalam bentuk paragraph pada teks <i>Narrative</i> sesuai dengan fungsi sosial, struktur kebahasaannya dan ciri kebahasaan sesuai konteks penggunaannya |        |              |

## EVALUASI

Read the text below and answer the questions number 1 to 4:

### Talaga Warna

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared. Prabu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." The princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing.

In their silence people heard the queen crying. Everyone was sad and began crying, too. A pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, people called the lake Talaga Warna. It means 'Lake of Colours'. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colours, which in fact come from the reflection of the trees and flowers around it. But some people believe that the colours are from the princess's necklace, which still lies in pieces at the bottom of the lake.

5. Which of the following statements is correct?
- King Prabu and his queen had lots of children.
  - The little princess was a very good child.

- c. Prabu gave his wife a necklace for her birthday.
  - d. The people in Prabu's kingdom loved their royal family.
  - e. The people envied to see the king's happiness to have a beautiful princess
6. The people were shocked
- a. by Prabu's words to his daughter.
  - b. by the princess's bad behaviour.
  - c. when the royal family appeared.
  - d. when the queen began to cry.
  - e. because of her kindness
7. "I don't want it! It's ugly!" The underlined word means:
- a. not pretty
  - b. cheap
  - c. attractive
  - d. not modern
  - e. inexpensive
8. The lake is called Talaga Warna because ...
- a. of the necklace that lies at the bottom.
  - b. of the colours reflected in the water.
  - c. that was the name of the princess.
  - d. it is located in Puncak.
  - e. they had dreamt for a child for a very long time.

The following questions numbered 5 to 8 are related to the text below:

It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife and his beautiful, beloved daughter, Nyi Banjarsari.

One night, Pak Bong had a terrible dream. An old man came to him and said the rain would never stop. There would be a great flood. Pak Bong had the same dream in the following nights. He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village. Everybody laughed at Pak Bong. "You are joking,



Pak Bong. How can we leave our rice fields? We are going to have a great harvest, remember?"

Pak Bong did not give up. He kept on asking the villagers to evacuate to the hill. Finally some villagers believed him. Together with his wife and his daughter Nyi Banjarsari, Pak Bong and his friends went to the hill.

In the meantime, heavy rain fell day and night. It continued until water entered the houses. Soon, the village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was under water. Then they prayed and asked how their village could be saved. The answer came in Pak Bong's dream. In his dream, the same old man told him how to save their village. "If you want the water to dry up, you have to sacrifice your daughter. She has to jump into the water!" said the old man.

Pak Bong was very sad. He then told his family about his dream. "Father, if this is the only way to save our village, I will jump into the water," said Nyi Banjarsari. Her parents could not prevent their daughter from jumping into the water.

After she had drowned, the water dried up. Pak Bong and his friends then returned to their village. Although the villagers had lost their harvest, they still had their lives and could re-build their houses. To show their thankfulness and gratefulness to Nyi Banjarsari, the villagers named their village 'Banjarsari'.

9. What is the best title for the story?

- a. The climate in Banten
- b. How Banjarsari village got its name
- c. Pak Bong's dreams
- d. Pak Bong and his family
- e. The beautiful woman, Banjarsari

10. Which of the following is correct?

- a. There was no warning about the flood.
- b. Nobody listened to Pak Bong.
- c. Nyi Banjarsari died to save the village.
- d. The villagers were able to save their rice fields.
- e. The villagers were all with Pak Bong up the hill

11. 'After she had drowned, the water dried up.' The underlined word means:

- a. died underwater
- b. fallen into the water

- c. jumped into the water
- d. sank underwater
- e. dived

12. "He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village." The underlined word refers to ...

- a. The villagers
- b. Pak Bong and his family
- c. Pak bong and the oldman
- d. The villagers and Pak bong
- e. The old man and Banjarsary

9. I was doing my project on writing a narrative story when I suddenly ... a loud shout far away from my house.

- A. listen to
- B. hear
- C. heard
- D. listened to
- E. whispered

10. Narti said that the school ... organizing a trip for the students of Year 10 only.

- A. be
- B. is
- C. are
- D. were
- E. was

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## LAMPIRAN

### PEDOMAN PENSKORAN

Setelah menjawab latihan soal pada kegiatan belajar ini, kemudian cocokkan jawaban Anda dengan kunci jawaban yang terdapat pada bagian akhir modul ini, hitung jawaban Anda yang benar. Untuk mengetahui tingkat penguasaan Anda dalam mempelajari materi dalam kegiatan ini, gunakan rumus penghitungan yang ada di bawah ini.

#### Rumus penghitungan:

$$\text{Tingkat penguasaan} = \frac{\text{Jumlah jawaban yang benar}}{\text{Banyaknya soal}} \times 100 \%$$

Tingkat penguasaan yang dicapai:

90 % - 100 % = Baik Sekali

80 % - 90 % = Baik

70 % - 80 % = Sedang

>70 % = Kurang

Kunci jawaban Evaluasi

| NO | ANSWER | NO | ANSWER |
|----|--------|----|--------|
| 1  | D      | 6  | C      |
| 2  | B      | 7  | A      |
| 3  | A      | 8  | B      |
| 4  | B      | 9  | C      |
| 5  | B      | 10 | E      |



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
DIREKTORAT JENDERAL PENDIDIKAN ANAK USIA DINI,  
PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH  
DIREKTORAT SEKOLAH MENENGAH ATAS  
2020



# Modul Pembelajaran SMA Bahasa Inggris



KELAS  
X



**JUDUL MODUL : My Favourite Song  
MATA PELAJARAN BAHASA INGGRIS  
KELAS X**

**PENYUSUN  
Fipera Damayanti Arlita  
Unit Kerja  
SMAN 4 Bogor**

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## GLOSARIUM

|                     |   |
|---------------------|---|
| bridge              | : menjembatani bagian-bagian lagu           |
| chorus              | : bagian inti dari lagu yang sering diulang |
| connotation         | : arti tersirat                             |
| denotation          | : arti sebenarnya                           |
| figurative language | : bahasa kiasan                             |
| refrain             | : pengulangan baris dalam lagu              |
| rhyme               | : pengulangan bunyi yang sama               |
| verse               | : bait                                      |



## PETA KONSEP



## PENDAHULUAN

### A. Identitas Modul

|                |                   |
|----------------|-------------------|
| Mata Pelajaran | : Bahasa Inggris  |
| Kelas          | : X (Sepuluh)     |
| Alokasi Waktu  | : 4 jam pelajaran |
| Judul Modul    | : Song            |

### B. Kompetensi Dasar

|  |  |
|--|--|
| 3. 9 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK | 4.9 menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK |
|--|--|

### C. Deskripsi Singkat Materi

What's your favourite song? Do you know who wrote the song?

Hampir semua orang menyukai lagu dan sering mendengarkan lagu baik dari radio, televisi, internet dll. Lagu menjadi penghibur di kala kita sedih dan bisa juga menjadi pembangkit semangat dikala kita terjatuh. Biasanya kita lebih mengenal penyanyi lagu favorit kita daripada penulis lagunya, walaupun kadang-kadang penulis dan penyanyinya adalah orang yang sama. Dari pengalaman dan pengamatannya terhadap lingkungan sekitarnya, seseorang dapat menyampaikan banyak pesan dan cerita lewat lagu .

Dalam modul ini kalian akan mempelajari tentang bagian – lagu dan menafsirkan makna lirik lagu yang diberikan .

### D. Petunjuk Penggunaan Modul

Modul ini dibagi menjadi 2 bagian yaitu:

- Kegiatan Pembelajaran 1
- Kegiatan Pembelajaran 2

Untuk memudahkan kalian mempelajari modul ini perhatikanlah hal-hal berikut:

- Bacalah modul ini dengan teliti
- Bacalah referensi lain yang dapat menambah pengetahuan dan wawasan kalian mengenai materi tentang lagu
- Kerjakan setiap latihan sesuai dengan petunjuk yang diberikan
- Konsultasi dengan guru apabila menemui kesulitan
- Gunakan kamus bila diperlukan

## **E. Materi Pembelajaran**

Modul ini terbagi menjadi **2** kegiatan pembelajaran dan di dalamnya terdapat uraian materi, contoh soal, soal latihan dan soal evaluasi.

Kegiatan pembelajaran 1 : Fungsi sosial lirik lagu terkait kehidupan remaja  
Unsur kebahasaan lirik lagu terkait kehidupan remaja

Kegiatan Pembelajaran 2 : Menangkap makna terkait fungsi sosial dan unsur  
kebahasaan lirik lagu terkait kehidupan remaja

## KEGIATAN PEMBELAJARAN 1

### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 1 ini diharapkan kalian akan mampu:

- Mengidentifikasi fungsi sosial dari lagu lirik lagu yang diberikan
- Mengidentifikasi unsur kebahasaan dan bagian-bagian dari lagu yang diberikan
- Memahami arti kata dan ungkapan dalam lirik lagu yang diberikan
- Meanfsirkan pesan dari lirik lagu yang diberikan

### B. Uraian Materi

Tentunya kalian dalam kehidupan sehari –hari kalian sudah terbiasa mendengarkan lagu –lagu dalam berbagai jenis musik. Apakah selama ini kalian sekedar mendengarkan musik tanpa memperhatikan liriknya? Cobalah untuk memperhatikan lirik dari lagu favorit kalian dan menafsirkan pesan yang ingin disampaikan oleh penulisnya.



<https://www.fredonia.edu/news/articles/e-songbook-%E2%80%98songs-about-social-distancing-stopthespread%E2%80%99-developed-alumnus>

Pada kegiatan pembelajaran yang pertama ini kalian akan mempelajari tentang definisi lagu, fungsi sosial dan unsur kebahasaan dari lagu.

**Part 1**

What is a song?

Who Says  
Selena Gomez & the Scene

I wouldn't wanna be anybody else.  
You made me insecure  
Told me I wasn't good enough  
But who are you to judge  
When you're a diamond in the rough  
I'm sure you got some things  
You'd like to change about yourself  
But when it comes to me  
I wouldn't want to be anybody else

Na na na  
Na na na  
I'm no beauty queen  
I'm just beautiful me  
Na na na  
Na na na  
You've got every right  
To a beautiful life  
C'mon  
Who says  
Who says you're not perfect  
Who says you're not worth it  
Who says you're the only one that's  
hurting

Who says

A song is a short piece of music, usually combines with words, melody, and vocals. A song consists of words called **lyrics**, **verses** which tell the story, and a **refrain**, a short phrase repeated at the end of every verse.

**Part II**

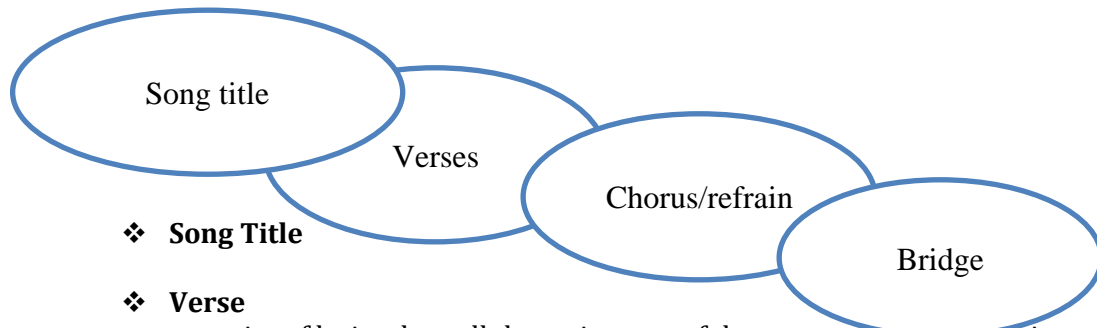
The social function of a song:

The social functions of a song are :

- To entertain the listeners
- To teach moral value through the lyrics of the song
- To express personal feeling /emotion
- To motivate /inspire others
- To appreciate work of art

### Part III

The generic Structure of song can be seen in the following graph



❖ **Song Title**

❖ **Verse**

: a series of lyrics that tell the main story of the song and keep the action or thoughts moving forward

❖ **Chorus/refrain**

: meant to be the most memorable part, containing the ultimate message of the piece

❖ **Bridge**

: a passage of music that contrasts the verse and the chorus, and is generally used to take the listener from one section to the next.

### Part IV

- Figurative language ( the use of words, phrase, or sentence to beautify or sometimes to hide the meaning).
- Rhyme ( a repetition of similar sounds)
- Denotation ( the real meaning) and connotation ( the hidden meaning)

## C. Rangkuman

The social functions of a song are :

- ❖ To entertain listeners
- ❖ To motivate or give inspiration
- ❖ To teach moral value

The Generic Structure

- ❖ Song Title
- ❖ Verse
- ❖ Chorus
- ❖ Bridge

The language features of a song :

- ❖ Figurative language
- ❖ Rhyme
- ❖ Denotation
- ❖ Connotation

## Latihan Soal

**A Million Dreams**  
**Written by Benj Pasek and Justin Paul**  
**Sung by Ziv Zaifman, Hugh Jackman, Michelle Williams**

I close my eyes and I can see  
The world that's waiting up for me  
That I call my own  
Through the dark, through the door  
Through where no one's been before  
But it feels like home

They can say, they can say it all sounds crazy  
They can say, they can say I've lost my mind  
I don't care, I don't care, so call me crazy  
We can live in a world that we design

'Cause every night I lie in bed  
The brightest colors fill my head  
A million dreams are keeping me awake  
I think of what the world could be  
A vision of the one I see  
A million dreams is all it's gonna take  
A million dreams for the world we're gonna make

There's a house we can build  
Every room inside is filled  
With things from far away  
The special things I compile  
Each one there to make you smile  
On a rainy day

They can say, they can say it all sounds crazy  
They can say, they can say we've lost our minds  
I don't care, I don't care if they call us crazy  
Runaway to a world that we design

Every night I lie in bed  
The brightest colors fill my head  
A million dreams are keeping me awake  
I think of what the world could be  
A vision of the one I see  
A million dreams is all it's gonna take  
A million dreams for the world we're gonna make

However big, however small  
Let me be part of it all  
Share your dreams with me  
We may be right, we may be wrong  
But I wanna bring you along  
To the world I see  
To the world we close our eyes to see  
We close our eyes to see



Every night I lie in bed  
The brightest colors fill my head  
A million dreams are keeping me awake

I think of what the world could be  
A vision of the one I see  
A million dreams is all it's gonna take  
A million dreams for the world we're gonna make

Are you familiar with the song above? Read the lyrics carefully and try to understand the meaning.. Then write the answer to the following questions/statements..

1. Do you have adream? What would you do to reach your dream?
2. Read the lyrics of the song carefully. Identify the parts of the song.
3. *A million dreams are keeping me awake.*  
What does the sentence mean?
4. Analyze the meaning of the song. Is it denotation or connotation?
5. What message can you get from the song?



### KUNCI JAWABAN DAN PEMBAHASAN

1. Of course/ I will work hard to reach my dreams.  
Pembahasan : setiap orang pasti punya mimpi dan untuk dapat mewujudkannya kita harus bekerja keras
2. Verses, chorus, refrain  
Pembahasan : cukup jelas
3. Never stop trying to do my best to reach my dream.  
Pembahasan : kata keeping me awake menunjukkan bahwa penulis lagu selalu memikirkan mimpi yang dia inginkan dan ini berarti dia akan terus berusaha untuk mewujudkannya
4. Songs usually have hidden meaning or connotation.  
Pembahasan : makna yang terdapat dalam lirik lagu diatas adalah makna konotasi dimana banyak sekali perumpamaan perumpamaan yang digunakan untuk mengungkapkan makna, tidak langsung pada kata yang dimaksud
5. If we want to be successful then we have to work hard.  
Pembahasan : penulis mengulang ulang kalimat million dreams, dan mneunjukkan keinginan besar untuk mewujudkannya

### Penilaian Diri

Setelah mempelajari materi di atas dan mengerjakan latihan yang diberikan, silahkan isi jawaban dari pernyataan berikut ini dengan memberi tanda centang (V) pada kolom berikut :

| No | Pernyataan  | Ya | Tidak |
|----|---|----|-------|
| 1  | Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.           |    |       |
| 2  | Saya belajar menggunakan modul ini secara terjadwal   |    |       |
| 3  | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain                                 |    |       |
| 4  | Saya sudah memahami fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja. |    |       |
| 5  | Saya dapat menangkap pesan yang disampaikan lewat lirik lagu yang diberikan.                |    |       |

## KEGIATAN PEMBELAJARAN 2

### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 2 kalian mampu:

1. Mengidentifikasi informasi tertentu dari lirik lagu yang diberikan
2. Mengidentifikasi informasi rinci dari lirik lagu yang diberikan
3. Menyebutkan bagian – bagian dalam satu lagu
4. Memahami pesan yang terkandung dalam lirik lagu yang diberikan

### B. Uraian Materi

In learning activity 1 we have discussed the social function, the language features and parts of song.

Let's take another look at the parts of song.

Hero  
By mariah carey

#### **(Verse 1)**

There's a hero if you look inside your heart,  
You don't have to be afraid of what you are.  
And There's an answer, if you reach into your soul,  
And the sorrow that you know will melt away.

#### **(Chorus)**

And then a hero comes along,  
With the strength to carry on.  
And you cast your fears aside,  
And you know you can survive.  
So, when you feel like hope is gone,  
Just Look inside you and be strong.  
And you'll finally see the truth,  
That a hero lies in you...

#### **(Verse 2)**

It's a long road, when you face the world alone;  
No one reaches out a hand for you to hold...  
You can find love if you search within yourself  
And then the emptiness you felt will disappear...

#### **(Chorus)**

And then a hero comes along  
With the strength to carry on  
And then you cast your fears aside  
And you know you can survive.  
So, when you feel like hope is gone  
Look inside you and be strong  
And then you'll finally see the truth  
See That a hero lies in you.

**(Bridge)**

Lord knows dreams are hard to follow,  
But don't let anyone tear them away.  
Just hold on, and there will be tomorrow,  
And In time you'll find the way.

**(Chorus)**

And then a hero comes along,  
With the strength to carry on.  
And then you cast your fears aside  
And you know you can survive.  
So, when you feel like hope is gone,  
Look inside you and be strong.  
And you'll finally see the truth,  
That a hero lies in you.  
That a hero lies in you...

Source :[https://www.lyricsmode.com/lyrics/m/mariah\\_carey/hero.html](https://www.lyricsmode.com/lyrics/m/mariah_carey/hero.html)

Read the lyrics In the song above , there are several verses and choruses.  
So in a song, we have :

1. Lyrics (the words of a song)
2. Verses ( writing arranged in lines which have rhythm)
3. Chorus ( a part of a song hat is repeated after each verse)
4. Refrain ( shorter than chorus)
5. Bridge ( to connect section of a song)

**C. Rangkuman**

Setelah mempelajari materi tentang song dapat kita simpulkan sebagai berikut:

- Songs memiliki fungsi sosial tertentu yaitu untuk menghibur, memberi motivasi. Mengajarkan pesan moral, dan mengapresiasi karya seni.
- Songs memiliki unsur kebahasaan tertentu yaitu menggunakan figurative language, rhyme, denotation, dan connotation.
- Bagian – bagian dari lagu terdiri dari verses, chorus/refrain.

**D. Latihan Soal**

Answer the following questions about the song below.

**Don't give up  
By Bruno Mars**

**[Verse 1]**

When you want to do something that is new  
And it seems really, really hard to do  
You feel like quitting, you feel you're through  
Well I have some advice for you

**[Chorus]**

Do not give up, keep on trying  
You all going to make it (ah yeah) do not give up  
Do not ever quit, try and try and you can do it, do not give up (yeah)

**[Verse 2]**

If you want to catch a ball, but you are having no luck at all  
The ball hits your head, it hits your nose  
It hits your belly, your chin and toes  
Well try and try and try again, keep on trying and soon  
You will put your hands out in the air  
You will catch that ball, yes this I swear

**[Chorus]**

Do not give up, keep on going  
You are on a boat, so keep on rowing  
Do not give up, don't ever stop  
Try and try and you will come out on top, do not give up

Source : <https://genius.com/Bruno-mars-dont-give-up-sesame-street-lyrics>

1. Do not ever quit, try and try and you can do it, do not give up (yeah  
What does the sentence mean?
2. You are going to get there just keep on grooving.  
The word grooving is closest in meaning to...
3. Which phrases repeated a lot in the song?
4. What message can you get from the song?
5. How do you feel after reading the lyrics of the song?

**Kunci Dan Pembahasan**

|   |  |
|---|--|
| 1 | If you fail, don't lose hope. Keep on trying                                     |
| 2 | Stay happy   |
| 3 | Don't give up  |
| 4 | The writer tries to motivate never stop trying to do our best to achieve success |
| 5 | Become motivated, inspired ( positive feelings)                                  |

**E. Penilaian Diri**

Setelah mempelajari materi di atas dan mengerjakan latihan yang diberikan, silahkan isi jawaban dari pernyataan berikut ini dengan memberi tanda centang (V) pada kolom berikut :

| No | Pernyataan  | Ya | Tidak |
|----|---|----|-------|
| 1  | Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.           |    |       |
| 2  | Saya belajar menggunakan modul ini secara terjadwal   |    |       |
| 3  | Saya mengerjakan modul ini sendiri tanpa bantuan orang lain                                 |    |       |
| 4  | Saya sudah memahami fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja. |    |       |
| 5  | Saya dapat menangkap pesan/makna yang disampaikan lewat lirik lagu yang diberikan.          |    |       |

## EVALUASI

Choose the best answer.

### **Outdoors** **Song by: Jason Mraz**

All day I've been inside  
And I've got the feeling  
I'm trapped between the walls  
And underneath the ceiling  
I feel a bit off track  
And I'm trying to get back

Back in the cool, cool air where the sun is shining  
Nothing's going to stop me  
It's all in the timing  
It's finally again my turn  
It's time to return

'Cause I won't stay inside no more  
No more  
I can't wait to go  
Outdoors

Well open up your door and be like me  
Open up your door and then breathe free  
And look at all the beauty you'll feel  
Loved, loved, loved, loved

Listen to the music of the wind and the birds sing  
We're just one big family  
And all of nature deserves to be  
Loved, loved, loved, loved,  
Loved

So, I won't stay inside no more  
No more  
It can't wait, I'm sure  
There's need to run and hide  
Let's go explore  
It feels so great let's go outdoors

(Don't cha do)  
Everyone come on  
come on out there  
where the air is fresh and clear  
So, I won't stay inside no more  
No more  
It cannot wait  
Let's go out doors

Well, open up your door and be like me  
Open up your door and then breathe free  
And look at all the beauty and you'll find  
The earth and the sky is yours

So please go, there's no need,  
There's no need to hide inside  
Let's go explore  
This will, this will feel so great  
Let's go outdoors

1. What does the singer want?
  - A. Sleep
  - B. Go outside
  - C. Play inside his house
  - D. Live in a sedentary life
  - E. Live his life
2. What does the writer feel when he's inside the house?
  - A. Trapped
  - B. Angry
  - C. Happy
  - D. Excited
  - E. So so
3. Based on the song above, who sing the song?
  - A. Birds
  - B. Winds
  - C. Children
  - D. Musicians
  - E. Trains
4. Who is Jason Mraz?
  - A. Singer
  - B. Child
  - C. a bird
  - D. a listener
  - E. a composer
5. What is the message can be found in the text above?
  - A. It is a wasteful time to live your life adventurous
  - B. It is important to life an adventurous life
  - C. We must always be inside home
  - D. We must be careful with our wishes
  - E. We will be a superstar
6. What is the tone of the song above?
  - A. Sad
  - B. Melodic
  - C. Melancholy
  - D. Happy
  - E. Melodic

Source : <https://englishadmin.com/2020/05/73-contoh-soal-song-dan-jawabannya.html>

Let her go  
By Passenger

Well you only need the light when it's burning low  
Only miss the sun when it starts to snow  
Only know you love her when you let her go

Only know you've been high when you're feeling low  
Only hate the road when you're missing home  
Only know you love her when you let her go

And you let her go

Staring at the bottom of your glass  
Hoping one day you'll make a dream last  
But dreams come slow and they go so fast

7. What does the writer try to tell us through the song?
  - A. To give us a message to do our best in everything.
  - B. To appreciate what we have before we lose them.
  - C. To support us to become better people.
  - D. To realize that our lives are precious.
  - E. To improve our personality.
  
8. The words feeling low is closest in meaning to ....
  - A. selfish
  - B. rejected
  - C. unhappy
  - D. hopeless
  - E. pessimistic

**RAIN AND TEARS**  
**By Demis Roussos**

Rain and tears all the same  
But in the sun you've to play the game  
When you cry in winter time  
You can't pretend, it's nothing but the rain  
How many times I've seen  
Tears coming from your blue eyes  
Rain and tears all the same  
But in the sun you've got to play the game  
Give an answer of love I need an answer of love  
Rain and tears in the sun  
But in your heart you feel the rain the waves  
Rain and tears both for shown  
For in my heart there'll never be a sun  
Rain and tears all the same  
But in the sun you've play the game

9. Which one of the following statements is implied in this song?
  - A. The writer's lover treats him well.
  - B. The writer has got his expectation from his lover
  - C. The writer of the song feels sure with his love.
  - D. The writer's lover often expresses her sadness
  - E. E. The writer feels that his love story will have a happy ending.
  
10. "Rain and tears both for shown. For in my heart there'll never be a sun". The phrase "my heart there'll never be a sun" means that the writer ....
  - A. will feel sure in his heart
  - B. will have his heart be with bright lif
  - C. will feel so faithless all the time
  - D. will get very tired all his life
  - E. will always feel sad



Source : <https://englishadmin.com/2020/05/73-contoh-soal-song-dan-jawabannya.html>

### Songs for A Dying Planet

Song by: Joe Walsh

Is anyone out there?  
Does anybody listen or care anymore?  
We are living on a dying planet,  
We're killing everything that's alive,  
And anyone who tries to deny it  
Wears a tie

And gets paid to lie  
So I wrote these songs for a dying planet,  
I'm sorry but I'm telling the truth,  
And for everybody trying to save it  
These songs are for you, too.  
Is anyone out there?

11. What kind of planet are we living now?
  - A. Dying Planet
  - B. good planet
  - C. beautiful planet
  - D. nice planet
  - E. lovely planet
12. . "And gets paid to lie". The word "gets paid" means....
  - A. Receive money for work completed
  - B. Pay someone
  - C. buy with money
  - D. sell with low prices
  - E. promote completely
13. What is the simple meaning of song?
  - A. A piece of music that is written out
  - B. Music that is composed by a specific person
  - C. A short musical work that combines melody and vocal singing
  - D. A musical interlude sung for a work purpose
  - E. A song is rhyming words
14. Which *of* the following words below is the term used to describe all the words of a song?
  - A. Refrain
  - B. Verse
  - C. Lyrics
  - D. Bridge
  - E. Chorus
15. Which of the following statements is not true about a song?
  - A. A song can involve a single verse or many verses and refrains
  - B. A song can be written to reflect a story, emotion, or used in a workplace
  - C. Songs have been written and performed all over the world
  - D. A song never includes a vocal line
  - E. A song can make people happy or sad

**A. Kunci Evaluasi**

1. B
2. A
3. A
4. A
5. B
6. D
7. B
8. C
9. D
10. E
11. B
12. B
13. D
14. A
15. A

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