Direktorat Jenderal Guru dan Tenaga Kependidikan
Kementerian Pendidikan dan Kebudayaan

Modul Belajar Mandiri

CALON GURU

Aparatur Sipil Negara (ASN)
Pegawai Pemerintah dengan Perjanjian Kerja (PPPK)

Bidang Studi
Bahasa Inggris

MODUL BELAJAR MANDIRI CALON GURU
Aparatur Sipil Negara (ASN)
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Bidang Studi
Bahasa Inggris

Penulis :
Tim GTK DIKDAS

Desain Grafis dan Ilustrasi:
Tim Desain Grafis

Kata Sambutan

Peran guru profesional dalam proses pembelajaran sangat penting sebagai kunci keberhasilan belajar peserta didik. Guru profesional adalah guru yang kompeten membangun proses pembelajaran yang baik sehingga dapat menghasilkan pendidikan yang berkualitas dan berkarakter Pancasila yang prima. Hal tersebut menjadikan guru sebagai komponen utama dalam pendidikan sehingga menjadi fokus perhatian Pemerintah maupun Pemerintah Daerah dalam seleksi Guru Aparatur Sipil Negara (ASN) Pegawai Pemerintah dengan Perjanjian Kontrak (PPPK).

Seleksi Guru ASN PPPK dibuka berdasarkan pada Data Pokok Pendidikan. Kementerian Pendidikan dan Kebudayaan mengestimasi bahwa kebutuhan guru di sekolah negeri mencapai satu juta guru (di luar guru PNS yang saat ini mengajar). Pembukaan seleksi untuk menjadi guru ASN PPPK adalah upaya menyediakan kesempatan yang adil bagi guru-guru honorer yang kompeten agar mendapatkan penghasilan yang layak. Pemerintah membuka kesempatan bagi: 1). Guru honorer di sekolah negeri dan swasta (termasuk guru eks-Tenaga Honorer Kategori dua yang belum pernah lulus seleksi menjadi PNS atau PPPK sebelumnya. 2). Guru yang terdaftar di Data Pokok Pendidikan; dan Lulusan Pendidikan Profesi Guru yang saat ini tidak mengajar.

Seleksi guru ASN PPPK kali ini berbeda dari tahun-tahun sebelumnya, dimana pada tahun sebelumnya formasi untuk guru ASN PPPK terbatas. Sedangkan pada tahun 2021 semua guru honorer dan lulusan PPG bisa mendaftar untuk mengikuti seleksi. Semua yang lulus seleksi akan menjadi guru ASN PPPK hingga batas satu juta guru. Oleh karenanya agar pemerintah bisa mencapai target satu juta guru, maka pemerintah pusat mengundang pemerintah daerah untuk mengajukan formasi lebih banyak sesuai kebutuhan.

Untuk mempersiapkan calon guru ASN PPPK siap dalam melaksanakan seleksi guru ASN PPPK, maka Kementerian Pendidikan dan Kebudayaan melalui Direktorat Jenderal Guru dan Tenaga Kependidikan (Ditjen GTK) mempersiapkan modul-modul pembelajaran setiap bidang studi yang digunakan sebagai bahan

belajar mandiri, pemanfaatan komunitas pembelajaran menjadi hal yang sangat penting dalam belajar antara calon guru ASN PPPK secara mandiri. Modul akan disajikan dalam konsep pembelajaran mandiri menyajikan pembelajaran yang berfungsi sebagai bahan belajar untuk mengingatkan kembali substansi materi pada setiap bidang studi, modul yang dikembangkan bukanlah modul utama yang menjadi dasar atau satu-satunya sumber belajar dalam pelaksanaan seleksi calon guru ASN PPPK tetapi dapat dikombinasikan dengan sumber belajar lainnya. Peran Kemendikbud melalui Ditjen GTK dalam rangka meningkatkan kualitas lulusan guru ASN PPPK melalui pembelajaran yang bermuara pada peningkatan kualitas peserta didik adalah menyiapkan modul belajar mandiri.

Direktorat Guru dan Tenaga Kependidikan Pendidikan Dasar (Direktorat GTK Dikdas) bekerja sama dengan Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (PPPPTK) yang merupakan Unit Pelaksanana Teknis di lingkungan Direktorat Jenderal Guru dan Tenaga Kependidikan yang bertanggung jawab dalam mengembangkan modul belajar mandiri bagi calon guru ASN PPPK. Adapun modul belajar mandiri yang dikembangkan tersebut adalah modul yang di tulis oleh penulis dengan menggabungkan hasil kurasi dari modul Pendidikan Profesi Guru (PPG), Pengembangan Keprofesian Berkelanjutan (PKB), Peningkatan Kompetensi Pembelajaran (PKP), dan bahan lainnya yang relevan. Dengan modul ini diharapkan calon guru ASN PPPK memiliki salah satu sumber dari banyaknya sumber yang tersedia dalam mempersiapkan seleksi Guru ASN PPPK.

Mari kita tingkatkan terus kemampuan dan profesionalisme dalam mewujudkan pelajar Pancasila.

Jakarta, Februari 2021
Direktur Jenderal Guru dan Tenaga Kependidikan,

Iwan Syahril

Kata Pengantar

Puji dan syukur kami panjatkan ke hadirat Allah SWT atas selesainya Modul Belajar Mandiri bagi Calon Guru Aparatur Sipil Negara (ASN) Pegawai Pemerintah dengan Perjanjian Kontrak (PPPK) untuk 25 Bidang Studi (berjumlah 39 Modul). Modul ini merupakan salah satu bahan belajar mandiri yang dapat digunakan oleh calon guru ASN PPPK dan bukan bahan belajar yang utama.

Seleksi Guru ASN PPPK adalah upaya menyediakan kesempatan yang adil untuk guru-guru honorer yang kompeten dan profesional yang memiliki peran sangat penting sebagai kunci keberhasilan belajar peserta didik. Guru profesional adalah guru yang kompeten membangun proses pembelajaran yang baik sehingga dapat menghasilkan pendidikan yang berkualitas dan berkarakter Pancasila yang prima.

Sebagai salah satu upaya untuk mendukung keberhasilan seleksi guru ASN PPPK, Direktorat Guru dan Tenaga Kependidikan Pendidikan Dasar pada tahun 2021 mengembangkan dan mengkurasi modul Pendidikan Profesi Guru (PPG), Pengembangan Keprofesian Berkelanjutan (PKB), Peningkatan Kompetensi Pembelajaran (PKP), dan bahan lainnya yang relevan sebagai salah satu bahan belajar mandiri.

Modul Belajar Mandiri bagi Calon Guru ASN PPPK ini diharapkan dapat menjadi salah satu bahan bacaan (bukan bacaan utama) untuk dapat meningkatkan pemahaman tentang kompetensi pedagogik dan profesional sesuai dengan bidang studinya masing-masing.

Terima kasih dan penghargaan yang tinggi disampaikan kepada pimpinan Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (PPPPTK) yang telah mengijinkan stafnya dalam menyelesaikan Modul Belajar Mandiri bagi Calon Guru ASN PPPK. Tidak lupa saya juga sampaikan terima kasih kepada para widyaiswara dan Pengembang Teknologi Pembelajaran (PTP) di dalam penyusunan modul ini.

Modul
Belajar Mandiri

Semoga Modul Belajar Mandiri bagi Calon Guru ASN PPPK dapat memberikan dan mengingatkan pemahaman dan keterampilan sesuai dengan bidang studinya masing-masing.

Jakarta, Februari 2021
Direktur Guru dan Tenaga Kependidikan Pendidikan Dasar,

Dr. Drs. Rachmadi Widdiharto, M. A
NIP. 196805211995121002

Daftar Isi

Daftar Gambar

**Modul
Belajar Mandiri**

Daftar Tabel

Pendahuluan

A. Deskripsi Singkat

Dalam rangka memudahkan guru mempelajari modul belajar mandiri calon guru P3K, di dalam modul belajar ini dimuat pada model kompetensi terkait yang memuat target kompetensi guru dan indikator pencapaian kompetensi.

Modul belajar mandiri bidang studi bahasa Inggris berisi pembelajaran-pembelajaran bagi calon guru P3K yang terdiri atas

- Pembelajaran 1. *English for Public Information*
- Pembelajaran 2. *English for Communication*
- Pembelajaran 3. *English for Entertainment*
- Pembelajaran 4. *English for Practical Use*
- Pembelajaran 5. *English for Academic Context*

Modul belajar mandiri ini memberikan pengalaman belajar bagi calon guru P3K dalam memahami teori dan konsep dari pembelajaran dari setiap materi dan substansi materi yang disajikan.

Komponen-komponen di dalam modul belajar mandiri ini dikembangkan dengan tujuan agar calon guru P3K dapat dengan mudah memahami teori dan konsep bidang studi bahasa Inggris, sekaligus mendorong guru untuk mencapai kemampuan berpikir tingkat tinggi.

Modul belajar mandiri calon guru P3K diberikan latihan-lathan soal dan kasus beserta pembahasan yang bertujuan memberikan pengalaman dalam meningkatan pengetahuan dan keterampilan calon guru P3K.

Rangkuman pembelajaran selalu diberikan disetiap akhir pembelajaran yang berfungsi untuk memudahkan dalam membaca substansi materi esensial, mudah dalam mengingat pembelajaran dan matari-materi esensial, mudah dalam memahami pembelajaran dan matari-materi esensial, dan cepat dalam mengingat kembali pembelajaran dan matari-materi esensial.

B. Peta Kompetensi

Modul belajar mandiri ini dikembangkan berdasarkan model kompetensi guru. Kompetensi tersebut dapat dijabarkan menjadi beberapa indikator. Target kompetensi menjadi patokan penguasaan kompetensi oleh guru P3K.

Kategori Penguasaan Pengetahuan Profesional yang terdapat pada dokumen model kompetensi yang akan dicapai oleh guru P3K ini dapat dilihat pada tabel 1 dibawah ini.

Table 1. Target Kompetensi Guru P3K

KOMPETENSI	INDIKATOR
Menganalisis struktur dan alur pengetahuan untuk pembelajaran	1.1.1 Menganalisis konsep, struktur, dan materi pada suatu kurikulum pembelajaran
	1.1.2 Menganalisis prasyarat untuk menguasai konsep dari suatu disiplin ilmu
	1.1.3.Menjelaskan keterkaitan suatu konsep dengan konsep yang lain

Untuk menerjemahkan model kompetensi guru, maka dijabarkanlah target komptensi guru bidang studi yang terangkum dalam pembelajaran-pembelajaran dan disajikan dalam modul belajar mandiri bidang studi bahasa Inggris. Kompetensi guru bidang studi bahasa Inggris dapat dilihat pada tabel 2 dibawah ini.

Table 2. Peta Kompetensi Modul Belajar Bidang Studi Bahasa Inggris

KOMPETENSI GURU	INDIKATOR PENCAPAIAN KOMPETENSI
Pembelajaran 1. *English for Public Information*	
1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam *English for Public Information*. 2. Menguasai *English for Public Information* lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).	1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari *Public Notice, Posters and Banners, Graphic Organizers, Infographics, Brochure, Label* lisan dan tulisan. 2. Menganalisis isi *Public Notice, Posters and Banners, Graphic Organizers, Infographics, Brochure, Label* dalam bentuk tulis. 3. Menyusun *Public Notice, Posters and Banners, Graphic Organizers, Infographics, Brochure, Label* dalam bentuk tulis.

	4. Menganalisis unsur kebahasaan dari *Current Activities*.
Pembelajaran 2. *English for Communication*	
1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam *English for Communication*. 2. Menguasai *English for Communication* lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).	1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari *Invitation, Personal Letter, Advertisement, Short Message, Greeting Card, Announcement, Descriptive Text, Report Text* lisan dan tulisan. 2. Menganalisis isi *Invitation, Personal Letter, Advertisement, Short Message, Greeting Card, Announcement, Descriptive Text, Report Text* dalam bentuk tulis. 3. Menyusun *Invitation, Personal Letter, Advertisement, Short Message, Greeting Card, Announcement, Descriptive Text, Report Text* dalam bentuk tulis. 4. Menganalisis unsur kebahasaan dari *Upcoming Activities*.
Pembelajaran 3. *English for Entertainment*	
1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam *English for Entertainment*. 2. Menguasai *English for Entertainment* lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).	1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari *Biography, Recount Text, Narrative Text* lisan dan tulisan. 2. Menganalisis isi *Biography, Recount Text, Narrative Text* dalam bentuk tulis. 3. Menyusun *Biography, Recount Text, Narrative Text* dalam bentuk tulis. 4. Menganalisis unsur kebahasaan dari *Past Activities, Degrees of Comparison, Compare and Contrast, Conditional Sentences*.
Pembelajaran 4. English for Practical Use	

1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam *English for Practical Use.* 2. Menguasai *English for Practical Use* lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)	1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari *Procedure Text, News Item* lisan dan tulisan. 2. Menganalisis isi *Procedure Text (Manual, Recipe, Itinerary), News Item* dalam bentuk tulis*. 3. Menyusun *Procedure Text (Manual, Recipe, Itinerary), News Item* dalam bentuk tulis*. 4. Menganalisis unsur kebahasaan dari *Passive Voice, Basic English Sentence, Fact and Opinion.*
Pembelajaran 5. *English for Academic Context*	
1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam *English for Academic Context*. 2. Menguasai *English for Academic Context* lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).	1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari *Analytical Exposition Text, Hortatory Exposition Text, Explanation Text, Discussion Text, Review Text* lisan dan tulisan. 2. Menganalisis isi *Analytical Exposition Text, Hortatory Exposition Text, Explanation Text, Discussion Text, Review Text* dalam bentuk tulis*. 3. Menyusun *Analytical Exposition Text, Hortatory Exposition Text, Explanation Text*, *Discussion Text, Review Text* dalam bentuk tulis*. 4. Menganalisis unsur kebahasaan dari *Cause and Effect, Figurative Language.*

C. Ruang Lingkup

Ruang lingkup materi pada modul belajar mandiri calon guru P3K ini disusun dalam dua bagian besar, bagian pertama adalah pendahuluan dan bagian berikutnya adalah pembelajaran – pembelajaran.

Bagian Pendahuluan berisi Deskripsi Singkat, Peta Kompetensi yang diharapkan dicapai setelah pembelajaran, Ruang Lingkup, dan Petunjuk Belajar. Bagian Pembelajaran terdiri

atas empat bagian, yaitu bagian Kompetensi, Indikator Pencapaian Kompetensi, Uraian Materi, dan Rangkuman. Modul belajar mandiri diakhiri dengan Penutup dan Daftar Pustaka.

Rincian materi pada modul belajar mandiri bagi calon guru P3K adalah substansi materi esensial terkait *English for Public Information, English for Communication, English for Entertainment, English for Practical Use,* dan *Englsih for Academic Context.*

D. Petunjuk Belajar

Secara umum, cara penggunaan modul belajar mandiri bagi calon guru P3K pada setiap pembelajaran disesuaikan dengan skenario setiap penyajian susbstansi materi bidang studi. Modul belajar mandiri ini dapat digunakan dalam kegiatan peningkatan kompetensi guru bidang studi, baik melalui untuk moda mandiri, maupun moda daring yang menggunakan konsep pembelajaran bersama dalam komunitas pembelajaran secara daring.

Figure 1. Alur Pembelajaran Bahan Belajar Mandiri

Berdasarkan Figure 1 dapat dilihat bahwa akses ke modul belajar mandiri dapat melalui SIMPKB, dimana modul belajar mandiri akan didapat secara mudah dan dipelajari secara mandiri oleh calon guru P3K. Modul belajar mandiri dapat di unduh dan dipelajari secara mandiri, sistem LMS akan memberikan perangkat ajar lainnya dan latihan-latihan soal yang dimungkinkan para guru untuk berlatih.

Sisten dikembangkan secara sederhana, mudah, dan ringan sehingga *user friendly* dengan memanfaatkan komunitas pembelajaran secara daring, sehingga segala permasalahan yang muncul dalam proses pembelajaran mandiri dapat di selesaikan secara komunitas, karena konsep dari modul belajar ini tidak ada pendampingan Narasumber / Instruktur / Fasilitator sehingga komunitas pembelajaran menjadi hal yang sangat membantu guru.

Pembelajaran 1. *English for Public Information*

Sumber. Modul Pendalaman Materi Pendidikan Bahasa Inggris

Modul 1. English For Public Information
Penulis. Saefurrohman, Ph.D

A. Kompetensi

Penjabaran model kompetensi yang selanjutnya dikembangkan pada kompetensi guru bidang studi yang lebih spesifik pada pembelajaran satu. Pada pembelajaran ini dibahas tentang *English for Public Information*, ada beberapa kompetensi guru bidang studi yang akan dicapai. Kompetensi yang akan dicapai pada pembelajaran satu adalah guru P3K mampu:

1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam *English for Public Information*.
2. Menguasai *English for Public Information* lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).

B. Indikator Pencapaian Kompetensi

Dalam rangka mencapai kompetensi guru bidang studi, maka dikembangkanlah indikator - indikator yang sesuai dengan tuntutan kompetensi guru bidang studi.
Indikator pencapaian komptensi yang akan dicapai dalam Pembelajaran 1. *English for Public Information* adalah sebagai berikut.

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari *Public Notice, Posters and Banners, Graphic Organizers, Infographics, Brochure, Label* lisan dan tulisan.
2. Menganalisis isi *Public Notice, Posters and Banners, Graphic Organizers, Infographics, Brochure, Label* dalam bentuk tulis.
3. Menyusun *Public Notice, Posters and Banners, Graphic Organizers, Infographics, Brochure, Label* dalam bentuk tulis*.
4. Menganalisis unsur kebahasaan dari *Current Activities*.

C. Uraian Materi

1. Public Notice

1.1 Definition of Notice

A notice is a very short piece of writing which is usually formal in style. It is widely used by individuals and organizations to announce events and celebrations, births and deaths, occasions like inaugurations or sales, to issue public instructions, to make appeals and to extend invitations besides issue notices of termination to the employees or another way round ie notice of leaving the job from the employee to the employer. (Source: targetstudy.com).

1.2 Social Function of Public Notice Text

A notice is a formal means of communication. The purpose of a notice is to announce or display information to a specific group of people. In social communication, there are many functions or purposes of Notice text, they are used:

- ♣ To give an instruction / to instruct people to….
- ♣ To give information / to inform people to….
- ♣ To give direction
- ♣ To ask people to….
- ♣ To advice/to suggest / to recommend people to….
- ♣ To remind people to….
- ♣ To warn / to give warning
- ♣ To ban / to forbid / to prohibit people to…

The purposes of notice text are based on the message written in the notice. Because of the above functions, that's why in the notice, people use a simple word with a simple font which is written in a placard or notice board.

1.3 Generic Structure of Public Notice

As stated by Nurdiono (2016), there are three parts of generic structure of public notice: attention gather, information, and closure. The description of each part is depicted below.

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➤ Attention gather (optional)

Attention gather means using expressions or phrases that can attract readers' or people's attention such as Notice, Warning, or Caution. See the initial word of some examples below.

(bing.com)

➤ Information

Information here can be defined as the messages or information of the text that want to be delivered to people.

Look at the example below.

(https://www.bing.com/images)

➤ Closure (optional)

Can you see the closure part in the notice below?

(https://www.bing.com/images)

If you can't see the closure part of the notice above, you should read the short description about what closure is. Closure is an act of closing: the condition of being closed. Closure in notice text can be defined as a closing statement of notice. As its optional characteristic, closure can be omitted or it can be written in the last part of the text. The function of closure is to close the statements of notice. After you read the description of closure, can you now find the closure of notice above?

1.4 Language Features of Public Notice

➢ Using Imperative mood (imperative sentence)

The imperative mood is a verb form which makes a command or a request. For example:

a. Empty the bin, John. (This is a verb in the imperative mood.)

b. John **empties** the bin. (This verb is not in the imperative mood. It is in the indicative mood.) The main verb (i.e., the finite verb) in an imperative sentence will be in the imperative mood. In other words, it will be a command or a polite request.

Here are some more examples of verbs in the imperative mood (shaded):

a. Run!

b. Get out!

c. Stop the bleeding.

d. I am going to cross the field. Shout when you see the bull. (*I am going* is the indicative mood (i.e., just a statement). However, shout is in the imperative mood.)

➢ Using Declarative reference

The typical form (structure) of a declarative sentence is:

subject	+	verb	
Ram		speaks	Chinese.

The final punctuation is usually a **full-stop/period** (.).

Declarative sentences can be in **positive** or **negative** form, and in **any tense** as well as notice.

➢ Spoken / written language features

In writing notice text, we can use spoken or written language style.

The differences between both features are presented in the following charts.

(https://www.bing.com/images**)**
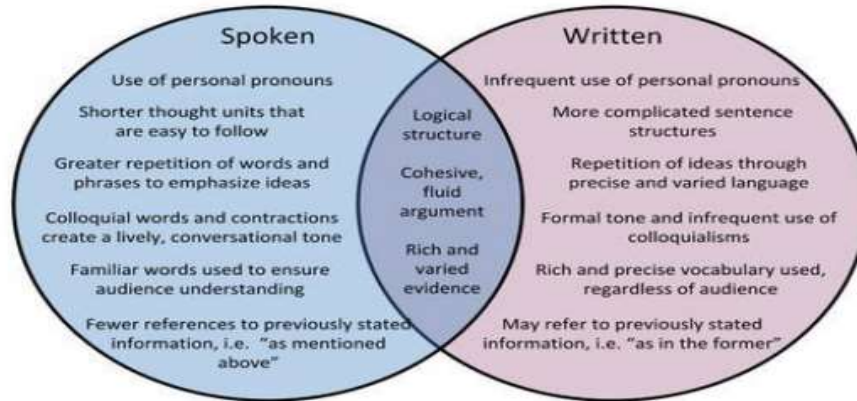
The chart above describes about the difference between spoken and written language features in writing notice.

i. The use of personal pronouns

In spoken language, personal pronouns are often used, yet for written language, they are infrequently used.

ii. Sentence structure

The sentence structure of spoken language is shorter and easier to follow than the sentence structure in written language.

iii. How to emphasize ideas

In spoken language style, to emphasize ideas words, repetition and phrases occur more than written style in which the ideas delivered through precise and varied language.

iv. Tone

Conversational tone is applied in spoken language, whereas in written language it applies formal tone.

v. Vocabulary

Familiar words are mostly used in spoken style in order to ensure readers' understanding, while in written style rich and precise vocabulary is implemented.

vi. Reference to previously stated information

Fewer references to previously stated information are as the feature of spoken language style such as "as mentioned above". Yet, in the written style previously stated information may be required such as "as in the former".

1.5 Characteristics of Notice Text

Below are the characteristics of notice text:

♣ Short text (simple words, phrases, or clauses)

♣ Easy to understand

♣ Written in capital font

♣ Mostly use images/pictures

1.6 Kinds of Notice and their examples

Below is the description of kinds of notice and the examples.

➢ **Command**

Command sentences are used when you are telling someone to do something. Commands usually start with an imperative verb, also known as a 'bossy verb', because they tell someone to do something. Look at the example 1, the word "keep" is an imperative verb, and it tells someone or people to do something.

Example:

· Keep The Door Closed.

· Slow Down.

· Keep the Room Clean.

➢ **Caution**

A caution is a formal warning that is given to a person who has admitted the offence. It is usually used to remind person or reader to be more careful.

Example:

· CAUTION Wet Floor
· CAUTION Hot Surface

➢ **Information**

Information means giving information. Information notice provides or gives information or material contained in the notice texts to the readers/people.

Example:

· For Staff Only
· Rest Area
· Bike Route

➢ **Prohibition**

Prohibition is the action of prohibiting or inhibiting or forbidding (or an instance there of) to do something. Therefore, people or readers are not allowed to do the things written in the notices.

Example:

● Pedestrians Prohibited
· No Smoking
· No Parking
· No littering

➢ **Warning**

Warning usually refers to a message informing of danger. It can be in both written and spoken form. It is usually intended to make readers or people becoming aware about the danger condition near them.

Example:

· Warning High Voltage
· Warning Keep Out of Children Reach
· Beware of Pickpockets

Look at the following picture of Notice then analyze the language used in each notice. Describe in the table below as the example done!

Picture 1

Picture 2

Picture 4

Picture 3

1. What kinds of notice are the pictures?
2. What similar elements do you find in the samples of notice above (Picture 1, 2, 3, and 4)
3. And how about the different elements?

2. Posters and Banners

2.1 Definition of Poster and Banner

2.1.1 Definition of Poster

A poster is a temporary promotion of an idea, product, or event put up in a public space for mass consumption. Typically, posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and informative.

Look at the following models of Poster below.

Gambar 1 *Poster for the Holzer Fashion Store*

(Source: https://en.wikipedia.org/wiki/Poster)

Gambar 2 Tropical Dreams Poster

2.1.2 Definition of Banner

A **banner** can be a flag or other piece of cloth bearing a symbol, logo, slogan or other message. A **flag** whose design is the same as the shield in a coat of arms (but usually in a square or rectangular shape) is called a **banner** of arms. Also, a bar-shaped piece of non-cloth advertising material sporting a name, slogan, or other marketing message.

Look at the following model of Banner below.

Gambar 3. Banners of Knights of the Thistle displayed in St. Giles' Cathedral

(Source: https://en.wikipedia.org/wiki/Banner)

Figure 1.3 Stand Banner

Table 3. The differences between poster and banner are as follow.

POSTER	BANNER
One who sends a message.	A flag or standard used a military commander, monarch or nation.
One who posts, or travels expeditiously; a courier.	Any large sign, especially if constructed of soft material or fabric.
An advertisement to be posted on a pole, wall etc. to advertise something.	A large piece of silk or other cloth, with a device or motto, extended on a crosspiece, and borne in a procession, or suspended in some conspicuous place.
A picture of a celebrity, an event etc., intended to be attached to a wall.	By extension, a cause or purpose; a campaign or movement.
(ice hockey, slang) A shot which only hits a goal post without going in	(journalism) The title of a newspaper as printed on its front page; the nameplate; masthead.
	(Internet, television) A type of advertisement in a web page or on television, usually taking the form of a graphic or animation above or alongside the content. Contrast popup, interstitial.
	(heraldry) The principal standard of a knight.
	A person etc. who bans something.
	An administrative subdivision in .

2.2 Social/Language Function of Poster and Banner

2.2.1 Social/Language Function of Poster

There are many functions or purposes of poster. It is usually used:

➢ to alert and engage the viewer

➢ to challenge and call an audience into action

➢ to promote an event

Since posters can be stationary as well as portable, they can be used: At your place of business, to welcome customers and create that all-important symmetry.

➢ In public places that draw regular, steady crowds, such as stores, shopping malls, elevators, coffee shops, train stations, community centers and bus stops. Keep in mind that you probably will have to seek permission, or pay a fee, to hang a poster at these places.

> ➢ At trade shows and conventions, where some large and unconventionally sized posters could be exactly what you need to stand out in a crowd.

> ➢ At other businesses with whom you have created strategic alliances. These businesses may ask you to return the favor and post some of their marketing pieces. But if you've created a solid alliance, the crossover appeal should be evident.

> ➢ As perks to vendors and suppliers.

> ➢ As customer prizes at the end of a contest or competition.

2.2.2 Social/Language Function of Banner

A banner is a flag that signals something. They are connected by a pole such as signal flags on a ship which gives conditions or status of the ship. Some banners are used for advertising or naming of college or universities. Some banners are also used as a media to promote a product, event, or service. Basically is an announcement so that everyone can see.

2.3 Generic Structure of Poster and Banner

2.3.1 Generic Structure of Poster

Below are the parts or structures of a poster.

➢ Header area

Not all posters require a header or heading. In general, this is the area where a logo is placed, the logo of a department for which the author is working. There can be guidelines as regards the correct placement of a logo; just inquire at your organization.

➢ Title area

A title should be clearly visible (from a 5 – 10 m distance), significant, and not too long. Due to space restrictions it is often placed next to the logo, which may not be in accordance with your organization's guidelines (e.g. the University of Zurich specifies that the space to the logo's right side has to be left blank).

➢ Author's photo and address

At poster fairs, where authors are not always standing next to their posters, we recommend providing a photo in order to be recognized and approached, if necessary. There should at least be an address (an e-mail address is often

sufficient). Make sure to mention all authors and their affiliation (the latter can be put in the footer area).

➢ Main area

The main area can be structured and sub-divided, e.g. by using several columns or an image across all columns, etc. In this area, you present the poster's main statement.

➢ Footer area

Header and footer can be seen as a kind of framework tying it all together. However, the footer is not just a graphic element; this is where you can indicate references and contact details as well. This is also the only area where the font size doesn't necessarily have to be read from a distance of 1 - 1.5 m.

➢ Background

Often there are posters highlighted not only with colors but also with a structure or an image. This background should be appropriate as regards the poster's topic and not be distracting at all. If in doubt, it is always best to choose an unstructured background color.

➢ Fonts

In a poster you can use serif as well as sans serif fonts. For longer texts sans serif fonts should be avoided, but since you should not use longer text blocks in a poster both types can be used. Avoid decorative fonts since they are not so legible. Use boldface for emphasis, avoid underscores or italics for a poster. If you use justification for text blocks, make sure that hyphenation is on. In order to avoid too large spaces between words better use ragged alignment. Lines typically do not contain more than 70-90 characters. Texts with longer lines should have bigger line spacing to render them more legible. Typical line spaces are 20-30% bigger than the font (i.e. for a 40 pt font you should use 48-52 pt line spacing).

2.3.2 Generic Structure of Banner

When you want to create a banner, you must consider some components below as the structure of banner.

➢ Logo

The company's color scheme and guidelines should be referenced and apparent in the design of banner. It should link to a landing page about 111 the offer or information on the banner, so make sure it looks consistent to avoid any confusion or anxiety. Remember your logo must be included to build readers' awareness and recognition. Make sure that it's visually dominant, but not as dominant as the value proposition and the call to action. Also consider including your tagline or other memorable/recognizable program or product.

Note: Without a logo, there is no way of knowing who the advertiser is and if they are trustworthy.

➢ Value Proposition

The value proposition should be the most prominent element on the banner. It should take up the most space and be the first thing that attracts the viewers' eyes. Use this space to showcase the benefits of your service/product, grab the visitor's attention and instill a sense of urgency and desire. This is a great place to showcase special thing of your event or program such as offers and prices, i.e. 'High Quality,' '50% off,' 'Limited time offer,' or 'Free!'.

Note: The value proposition is big, bold, and commands attention above all else.

➢ Body Copy

The goal of display is to get the visitor's attention, pique their interest, and earn their click. You don't need to, and should NOT, put every bit of information on the banner itself. Include just enough information to get the readers interest and leave them wanting more. It may take some creative, original verbiage to convey all you need to in about 10 words. But remember a simple banner will have higher click through rates, so if the banner takes more than two seconds to read, there is too much text.

Note: A banner should provide a clear, concise description of the product or event, giving just enough information to want to learn more.

➢ Image

Choose relevant images, graphics, or photos that enhance the message contained in the banner and that are directly related to your product. Avoid abstract concepts that require too much time and thought to decipher. Images should help bring a sense of visual urgency to the text by using contrasting, bold colors or a sense of clarity to a nontangible service. However, it is not always necessary to use photos or images in your banners. Text of banner with nice typography on a contrasting background can be just as effective. Use imagery well, but only when you need it.

➢ Call to Action (CTA)

One of the most critical elements of a banner is the call to action or 'the ask', and not including a CTA will assuredly decrease click through rate. The call to action is text or a button that asks the user to 'interact' with the banner ad, whether it's implied or direct. This could be as simple as adding a 'Get the Guide,' 'Test it Out,' 'Watch Now,' or 'Join the Fun' button encouraging the reader to click through to your landing page. Be as clear and specific as possible with your CTA text. You must ensure visitors know what they're getting in exchange for the click.

Note: With no call to action, you don't know what you're really supposed to do here.

2.4 Language Features of Poster and Banner
2.4.1 Language Features of Poster

To create effective poster, you must consider the language features
of the poster below.

➢ **Short Text Elements**

It is suggested to keep text elements to 50 words or even fewer (depends on the size of poster). Do not write too long, you can make it shorter by using some pictures or images, or even graphs.

➢ **Phrases and Active voice**

Use phrases rather than full sentences. Try to always use active voice. In most English sentences with an action verb, the subject performs the action denoted by the verb.

These examples show that the <u>Subject</u> is doing the verb's action
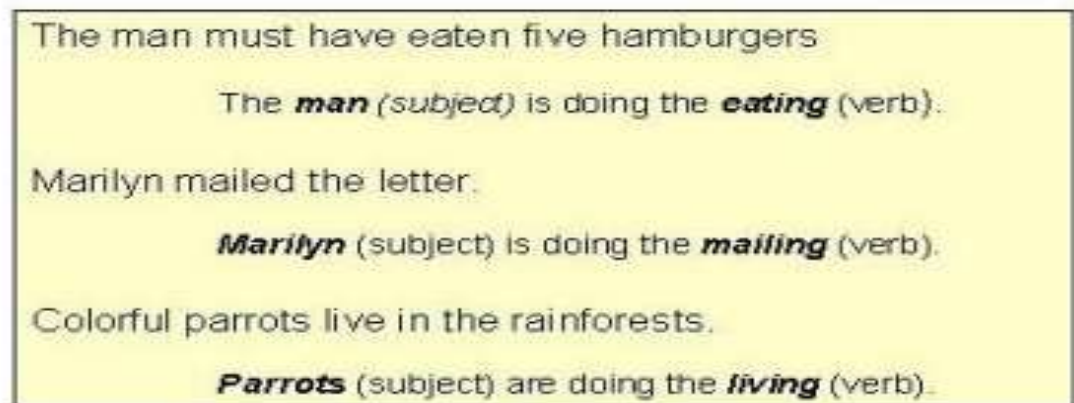
➢ **Serif font for text and san-serif font for title and Heading (Optional)**

A serif is a decorative line or taper added to the beginning and/or end of a letter's stem, which creates small horizontal and vertical planes within a word. So, in a nutshell, serif fonts have those decorative lines or tapers (also commonly referred to as "tails" or "feet") while sans serif fonts don't—hence the "sanes" in their title. Without tails, sansserif fonts are made up of simple, clean lines that are the same width throughout. Some of the most commonly used serif fonts include Times New Roman, Garamond, Baskerville, Georgia, and Courier New. Some of the most popular sans serif fonts on the black include Arial, Helvetica, Proxima Nova, Futura, and Calibri. You can see the difference between serif and san-serif font in the picture below.

2.4.2 Language Features of Banner

To create a banner, you must consider the language features of the banner below.

➢ Use Simple Present Tense

Sometimes the present simple tense doesn't seem very simple. Here we will sort it all out for you!

We use the present simple tense to express the following ideas:

1. To state facts or general truths

2. To express habits or customs

3. To relate future plans (often regarding programs and timetables)

4. To tell jokes and stories or to report sporting events in real time.

Examples of the Present Simple

1. The sun **sets** in the west.

2. We **produce** lasers for cosmetic surgery.

3. They **move** into their new home next week.

4. So, I **go** to Mr. D and **say** "I deserve a better mark in this class".

5. Jones **stops** in mid-court and **passes** the ball to Schuster.

Forming the Present Simple

Subject	verb	rest of sentence
I / You / We / They	sleep	late on Saturdays
He / She / It	goes	to the beach every weekend

➢ **Use simple phrases or statement**

The use of simple phrases or statement here is as the slogan that reflects the program or event showed in the banner. This is usually written in large font in order to grab the readers' attention. The phrases can be in the form of important information about the event or program. This sample may visualize you about the phrases in the banner.

2.5 Characteristics of Poster and Banner

After comprehending the definition of poster and banner in the previous activities, now you have to understand the characteristic of poster and banner. Take a look back at pictures above and respond the following questions.

1. How is the information or message conveyed in the posters and banners above?
2. Do you think that the posters and banners above are interesting and good for you? In your opinion, what things are making those interesting?
3. What are the posters and banners usually made from?
4. To make it effective in conveying the information of posters and banner, do you think it is necessary to make the posters and banners long or short?

5. After responding to the questions 1-4, can you now describe how a poster and a
   banner are structured? What elements must be considered in writing the
   information in the poster and banner?

Before dealing with creating a poster and banner, you should think about what a good poster and banner should look like. Additionally, you should check which software and visual material (photos, graphs etc.) can be used. Before you start creating your poster, make sure that you know its main message, why it is important, what is new about it and how you are going to support this message.

Like a cook, prepare everything you need before you start writing and drawing.

♣ A good poster and banner presents reduced information while getting to the
   point of what the audience should remember.

♣ It is appealing to the eye while inviting to read.

♣ What is most important can be spotted right away.

♣ It invites to ask questions while sparking a debate.

A good poster and banner should say:

♣ Look at me!

In order to be read at all, a poster has to attract the observer's attention, just like an advertisement. One second must be enough to get the viewer's attention, fifteen seconds to understand the main message.

Its title should be readable from a distance of 5 m while presenting the shortest summary as possible, in other words, its «take-home message». This title should be special, to the point, and significant in order to attract attention. It is not always easy to find a good title. The following steps can be of help:

➤ Make a summary of the poster's content using only five sentences, for banner it
   usually has a statement as the slogan of company or program

➤ Condense these sentences into one sentence

➤ Select keywords and key terms

➤ Then finally combine these words to form your title

♣ Read me!

   There should only be a text as necessary on a poster and banner, what needs to be
   known but not what would be nice to know. Reading running text is generally more

time consuming than listings; it is therefore advisable to make only little use of running texts.

Images (photos, graphs, tables, etc.) should be self-explanatory and contain titles as well as references. Background images are an exception since their purpose is only illustrator.

♣ Ask me!

Ideally, a poster delivers food for thought and sparks a debate. This can be achieved by surprises or uncommon comparisons; however, it is important to stick to the facts. Question marks, used literally or figuratively, can also stimulate a discussion.

Look at the sample of pictures below! Discuss them with your friend and fill in the blank table!

Picture 1

Picture 2

Picture 3

1. **Can you identify which ones are posters and which ones are banners?**

2. **Identify the following items from the posters and banners above.**

Picture No	Function	Structure	Language Features	Target Readers
1				

2				
3				

3. *Graphic Organizers*

3.1   Definition of Graphic Organizers

A **graphic organizer** is a teaching and learning tool that is used to organize information and ideas in a way that is easy to comprehend and internalize. By integrating text and visuals, **graphic organizers** show relationships and connections between concepts, terms, and facts. (https://www.big.com/)

Gambar 4. "Freelance vs Corporate"

3.2   Social/Language Function of Graphic Organizers

The followings are some social functions for using graphic organizers.

➢ Tools for critical and creative thinking

Graphic organizers assist learners concentrate on what's significant because they highlight key concepts and vocabulary, and their interactions. Thus, they offer the tools for critical and creative thinking.

➢ Tools for organizing information

Graphic organizers serve as mental instruments for helping learners comprehend and maintain significant information and relationships.

➢ Tools for understanding information and relationships

Graphic organizers serve as mental instruments for helping learners comprehend and maintain significant information and relationships.

➢ Tools for depicting knowledge and understanding

Graphic organizers provide an optional way to depict knowledge and comprehension, so it is especially useful for learners who find it difficult to express relationships in written language between certain components.

➢ Tools for self-learning

Learners who use graphic organizers are able to develop autonomous learning like note taking, planning, presentation, etc. In other words, graphic organizers are beneficial to learners' learning inside and beyond classrooms.

3.3 Generic Structure of Graphic Organizers

The followings are the generic structure of graphic organizers.

➢ Titles, headings, and/or labels

The title of a graphic organizer indicates the data or information which is going to be presented.

➢ Specific locations for information

Information in a graphic organizer is presented in the form of pictures, symbols or words specifically so that the readers will easily understand the content of an issue or topic.

➢ Short descriptions (bullets or limited sentences)

The description of visual presentations is often limited to minimize the long wordily explanation which will distract the readers.

3.4 Language Features of Graphic Organizers

The key features of graphic organizers do not deal with lexico-grammatical matters. Instead, they are developed in the following ways.

➢ Complex information is conveyed in a simple-to-understand manner through a visual display. In other words, a large amount of information can be converted into easy-to-read display. In short, they show instead of tell how information is structured. It facilitates students' understanding in an easier way.

➢ Analytical, critical, planning, and creative thinking skills are concerned. By using graphic organizers, the learner has to identify the relationships between items, see the meaning, prioritize the information, and decide the items should be placed. It leads to form their learning strategy better.

➢ The organizers are made to be easily edited, revised, and added.

➢ Graphic organizers have multiple uses such as planning, brainstorming, studying, or summarizing. They can be used in writing or reading skill.

➢ Most graphic organizers use short words or phrases, or drawings, so they can appropriately be used with all levels of learners.

There are five types of graphic organizers: T-Chart, Concept Map, KWL Chart, Storyboard, and Venn Diagram. The following figure is as follows.
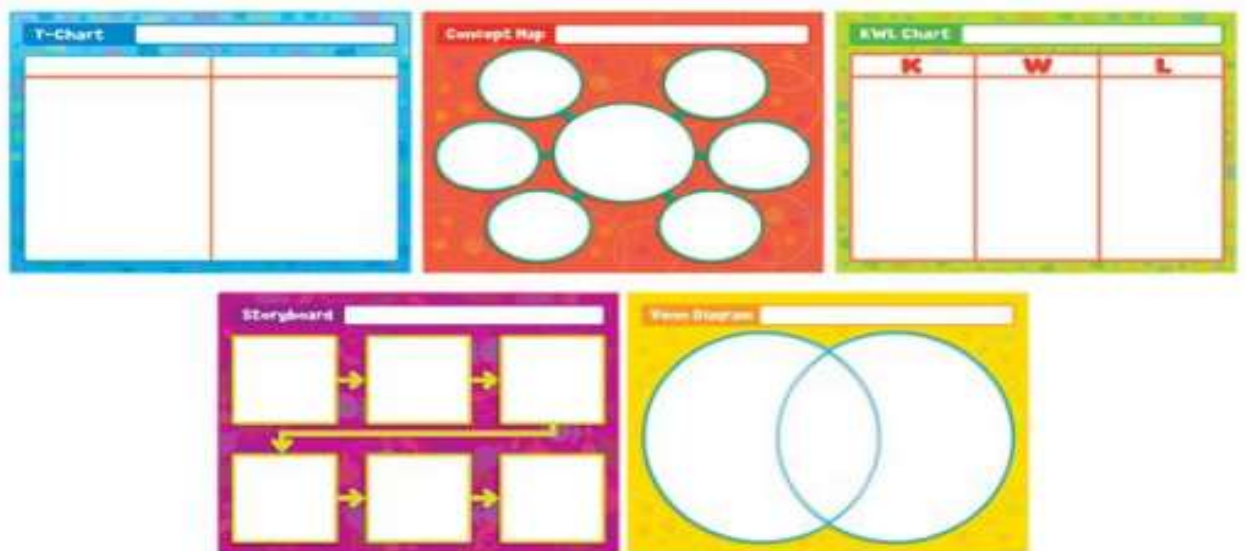
Gambar 5. Types of Graphic Organizers

(Source: http://www.mrsjudyaraujo.com/graphic-organizers/)

As seen the figure above, A T-Chart is a type of graphic organizer mainly used for comparison by separating information into two or more columns, forming a layout in the

shape of the English letter "T". A T-Chart demonstrates a clear division of items or topics with headings on the top and columns below them. It's an easy-to-use organizing diagram for even novices.

Concept Map is a type of graphic organizer used for showing relationship between words and phrases, vocabulary words, characters in story, science concepts, or events in history. You can add arrows as needed and group certain ideas together (can be boxed together). You can show relatIt is an essential part of synthesis and comprehension.

KWL Chart is a type of graphic organizer to record knowledge, questions, and ultimately newly acquired knowledge. Usually used by students in primary grades, the KWL chart is a superb tool for focusing reading and information-gathering. It is one of the more general and commonly used graphic organizer for brainstorming and pre-reading.

Storyboard is a type of graphic organizer to design versatile layouts for you to use for creating amazing storyboards and comic strips. Make your graphic organizer template custom for your lesson, by adding guidelines for your students and even the amount of cells you want them to use!!

Venn Diagram is a type of graphic organizer that is made up of two or three overlapping circles. It can be used for comparing and contrasting the features of items, people, events, etc. It makes it easier to examine these similarities and differences.

4. Infographics

4.1 Definition of Infographics

Infographic is a combination of the words "information" and "graphics".
Merriam-Webster defines **infographics** as "a chart, diagram, or illustration (as in a book or magazine, or on a website) that uses graphic elements to present information in a visually striking way". (Source: https://www.bing.com/)

4.2 Social/Language Function of Infographics

The followings are some major types and functions of infographics.

1. Statistical Infographics

   This type of infographics allows you to visualize survey results, present data from some sources, argue some issues with relevant data, and etc. It focuses on your data and the layout and visuals support you tell the story behind your data. You may include 90 charts, icons, images, and interesting fonts. You can see the following example of a statistical infographic using a combination of bold fonts and colorful icons to draw attention to each statistic.

Gambar 6. Statistical Infographics

2. Informational Infographics

   If you want to inform a concept or to give an overview of a topic, this type of infographic is appropriate to use. Commonly it is divided into sections containing descriptive headers. The flow of your infographic will be clearly seen when you add numbering in each section. However, you do not have to follow a chronological order. If there is only a collection of facts, you might choose a 91 circular design. The following is an example of informational infographics.

Gambar 7. Informational Infographic

3. Timeline Infographics

This type of infographic functions to visualize the history of something, to highlight important dates, or to give an overview of an event. This infographic supports people to create a clearer figure of a timeframe. Visual aids such as lines, photos, and labels all support explaining points in time. The following is an example of timeline infographic which is illustrated using a colorful icons.
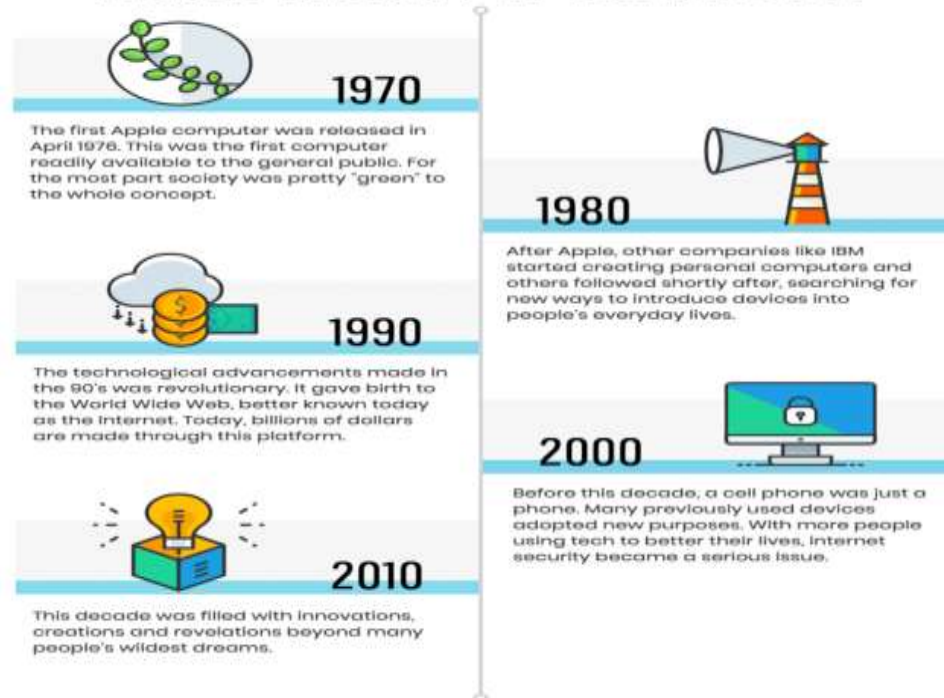
Gambar 8. Timeline Infographic

4. Process Infographics

This type of infographic is suitable for providing a summary or overview of the steps in a process. You can simplify and clarify each step in process infographics. Mostly, it depicts a straightforward top-to-bottom or left-to-right flow. You can put numbering to make your process easy to follow. The following is an example of a process infographic using different colors for the headers of each step and corresponding icons.
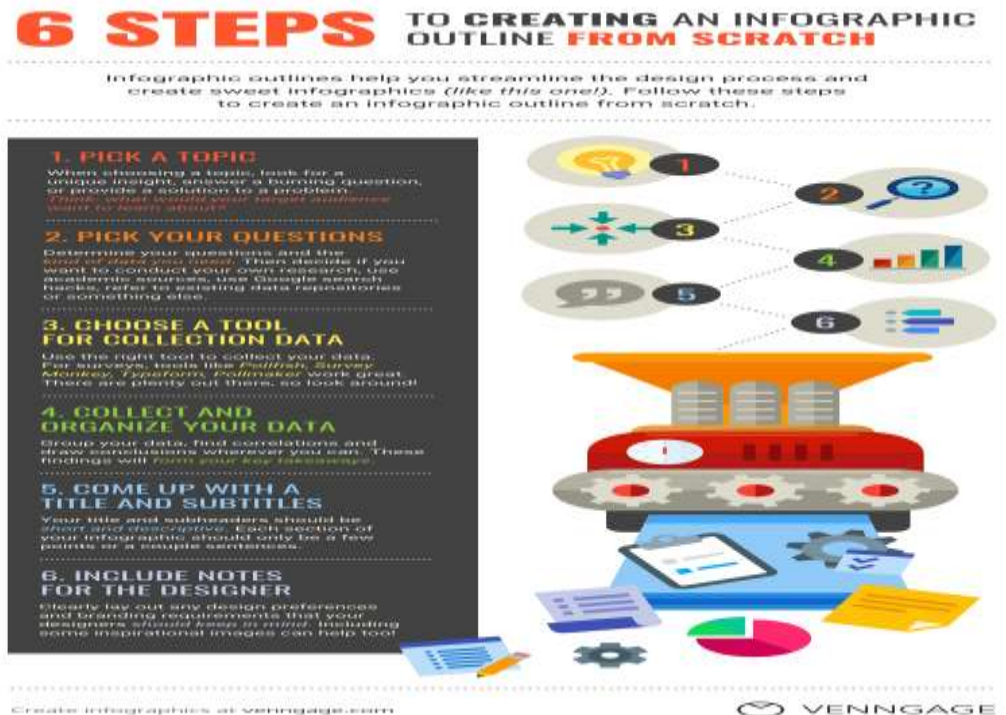
Gambar 9. Process Infographic

5. Geographic Infographics

    You can visualize location-based data or demographic data through this type of infographic. The focus visual in geographic infographics is the map charts and different types of them work better for different types of data. The following is an example of a geographic infographic which simply points out locations on a map by using icons and brief labels.

Gambar 10. Geographic Infographics

6. Comparison Infographics

   You can use this type of infographic to compare options in an unbiased way or to make one option seem better. Commonly, comparison infographics are divided in the middle vertically or horizontally with one option on each side. To emphasize the option 95 you want readers to pick, you can use a more interesting color on it. The following is one example of a comparison infographic contrasting colors to emphasize the difference between both options.

Gambar 11. Comparison Infographic

7. Hierarchical Infographics

This type of infographic arrange information from greatest to least. The following is an example of a hierarchical infographic of the pyramid visualizing Maslow's Hierarchy of Needs. At the base of 96 the pyramid is the most important needs, ascending to the top is the least.
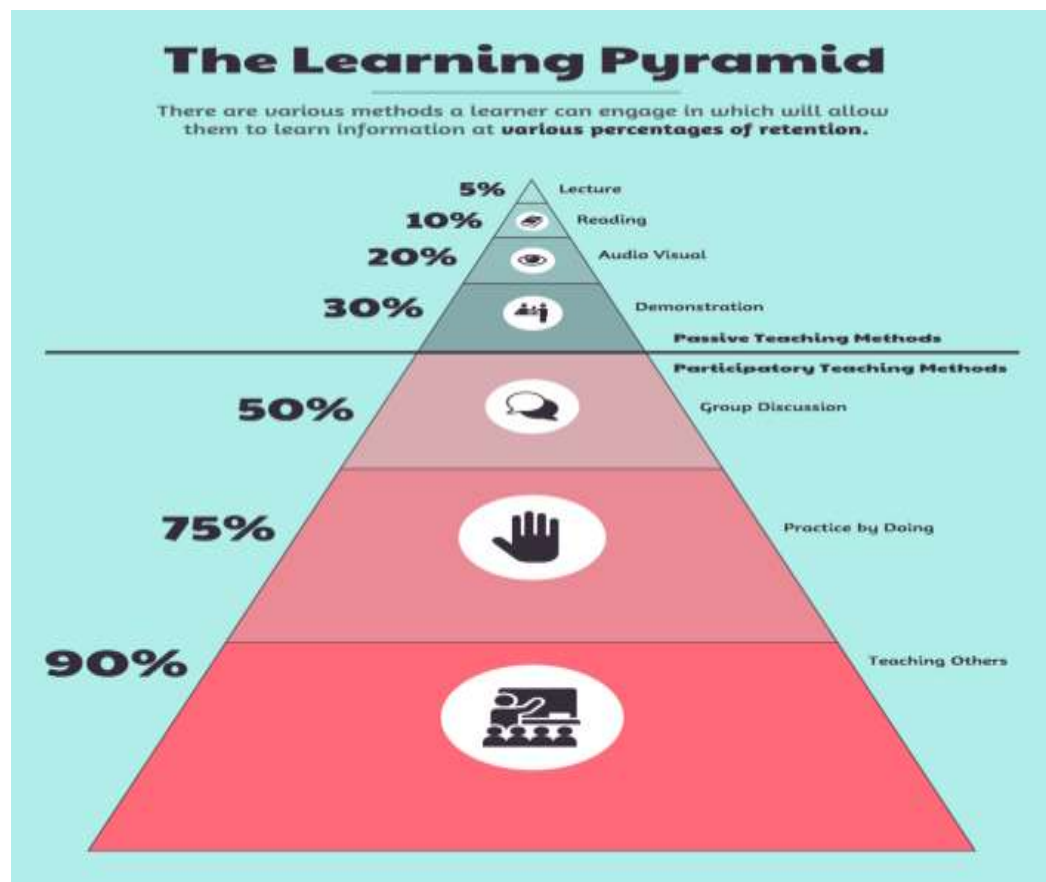
Learning Pyramid (venngage.com)

Gambar 12. Hierarchical Infographics

8. List Infographics

You can use this type of infographic to share a collection of tips, or a list of resources, or a list of examples. Generally, it is straightforward. Again, numbering and interesting icons can make the information flow and stand out. The following is an example of a list infographic which has no particular order.
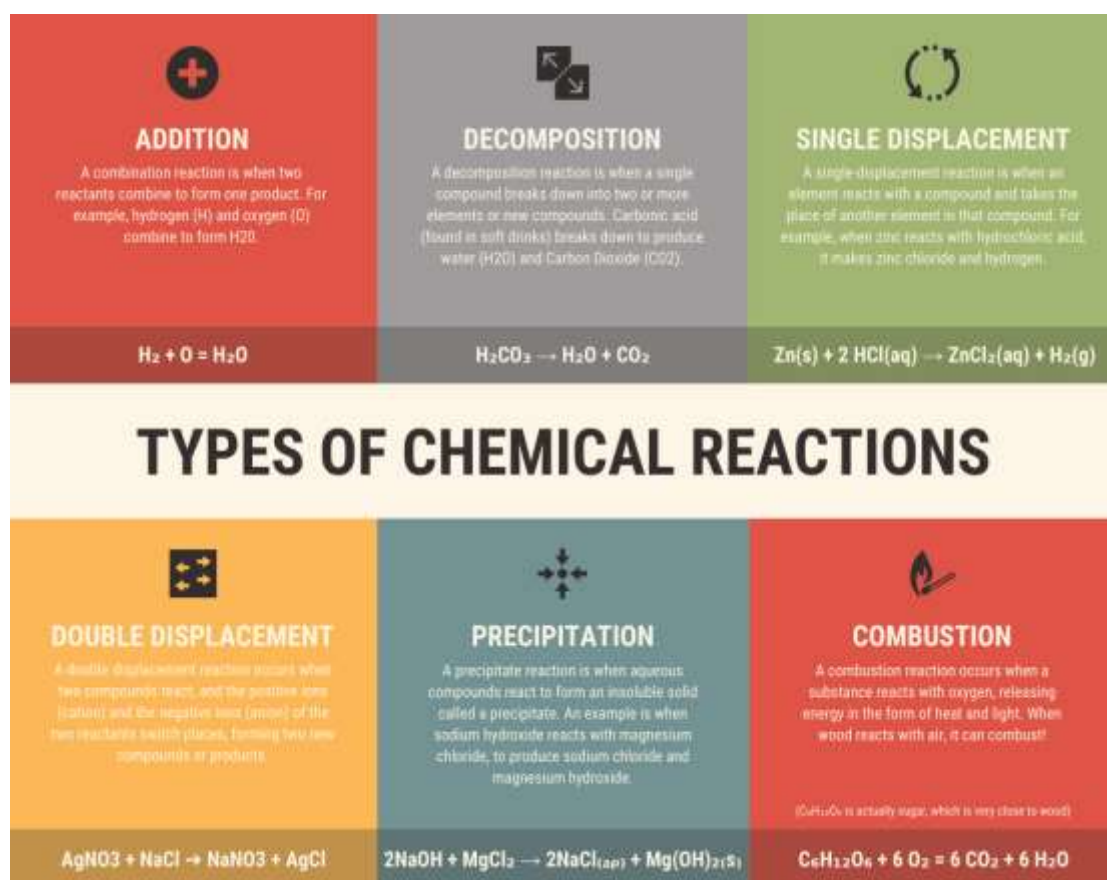
Gambar 13. List Infographic

4.3 Generic Structure of Infographics

The followings are the structure of an infographic.

b. Headline/Title

Your headline should tell about the whole gist of your infographic. It is better for you to make it short yet interesting.

c. Beginning/Introduction

This part contains sentences describing your infographic. Your introduction should grasp your reader's attention.

d. Middle/Main Infographic Content

This is the main focus of your infographic. Here, the main idea of your message is broken down into smaller sections by using subtopics, subheadings, supporting sentences, and data visual elements.

e. End/Conclusion

You summarize and reinforce your argument in this part. You can write what you want your readers to do.

f. Sources and Footnotes

Do not forget to cite your sources if you are using sources apart from your own, for finding relevant data for example.

Adding to the generic structure of graphic organizers mentioned above, the followings are some social functions for using graphic organizers:

1. Tools for critical and creative thinking Graphic organizers assist learners concentrate on what's significant because they highlight key concepts and vocabulary, and their interactions. Thus, they offer the tools for critical and creative thinking.

2. Tools for organizing information Graphic organizers are network-like visual representations that enable learners to add or alter their background knowledge be seeing the links and contradictions between existing knowledge and fresh information.

3. Tools for understanding information and relationships Graphic organizers serve as mental instruments for helping learners comprehend and maintain significant information and relationships.

4. Tools for depicting knowledge and understanding Graphic organizers provide an optional way to depict knowledge and comprehension, so it is especially useful for learners who find it difficult to express relationships in written language between certain components.

5. Tools for self-learning Learners who use graphic organizers are able to develop autonomous learning like note taking, planning, presentation, etc. In other words, graphic organizers are beneficial to learners' learning inside and beyond classrooms.

Additionally, the followings are some common types of graphic organizers which bring certain social function more specifically. Viewed from the pattern of text structures, there are 5 types of graphic organizers:

1. Description

   The author describes a topic by listing characteristics, features, and examples.

   a. Signal Words

· for example · for instance · specifically · characteristics are	· such as · looks like · in addition

   b. Graphic Organizer
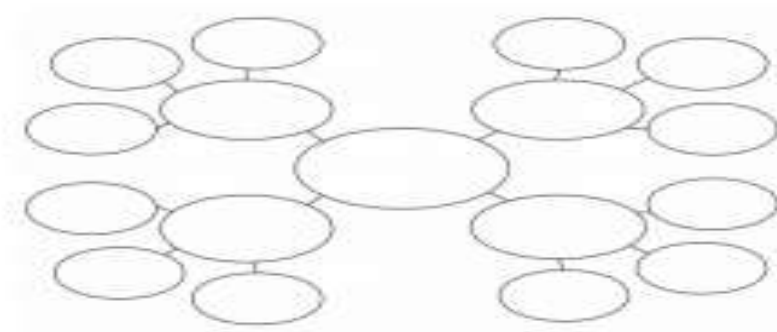
   Gambar 14. Descriptive Graphic Organizer

   c. Summary Frame Questions

   ·What specific person, place, thing, event, or concept is being described?

   ·What are the most important attributes or characteristics?

2. Sequence

   The author lists items in numerical or chronological order.

   a. Signal Words

      · first, second, third

      · next

      · then

      · finally

b. Graphic Organizer
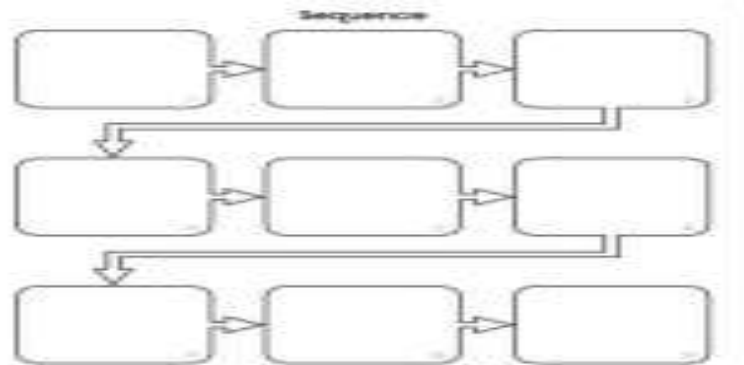
Gambar 15. Sequence Graphic Organizer

c. Summary Frame Questions

· What sequence of events is being described?

· What are the major incidents that occur?

· How is the sequence or cycle revealed in the text?

3. Compare and Contrast

The author explains how two or more things are alike and/or how they are different.

a. Signal Words

● alike ● same as ● both ● either-or ● by contrast	● Different ● ·in contrast ● on the other hand ● however

b. Graphic Organizer
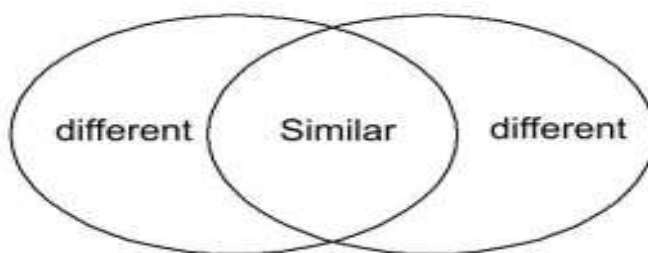
Gambar 16. Comparison and Contrast Graphic Organizer

c. Summary Frame Questions

·What items are being compared?

·What characteristics of items form the basis of the comparison?

·What characteristics do they have in common; how are these items alike?

· In what way are these items different?

4. Cause and Effect

The author lists one or more causes and the resulting effects.

a. Signal Words

● Because ● caused by ● if … then ● influenced by ● reasons for ● reasons why	● as a result ● therefore ● finally ● leads to ● effects of ● result ● outcome ● impact

b. Graphic Organizer

Cause and Effect

What happened?   Why didi it happen?
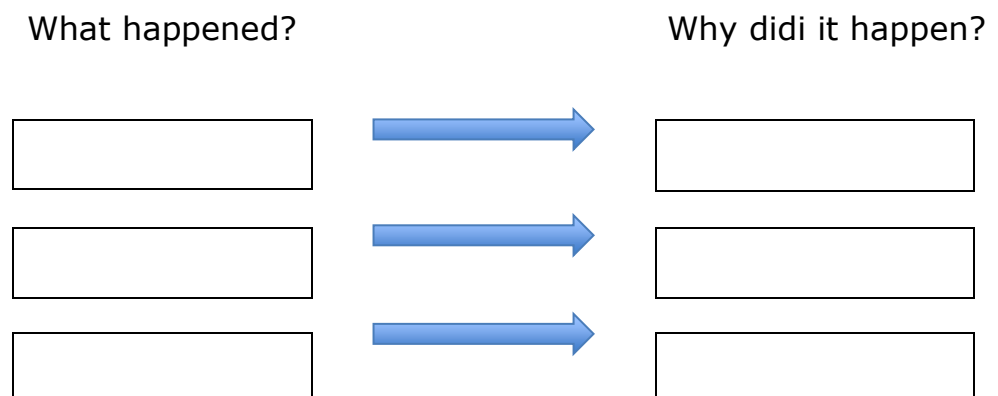
Gambar 17. Cause and Effect Graphic Organizer

c. Summary Frame Questions

· What specific event(s) occurred? What happened?

· What was the cause(s) of the event?

· In what ways did prior event(s) cause of influence the main event?

· What was the effect(s) of the event?

5. Problem and Solution

The author states one or more problems and lists one or more solutions for the problem.

a. Signal Words

● problem is ● dilemma is ● because ● since ● puzzle is	● solved ● answer ● this led to

b. Graphic Organizer
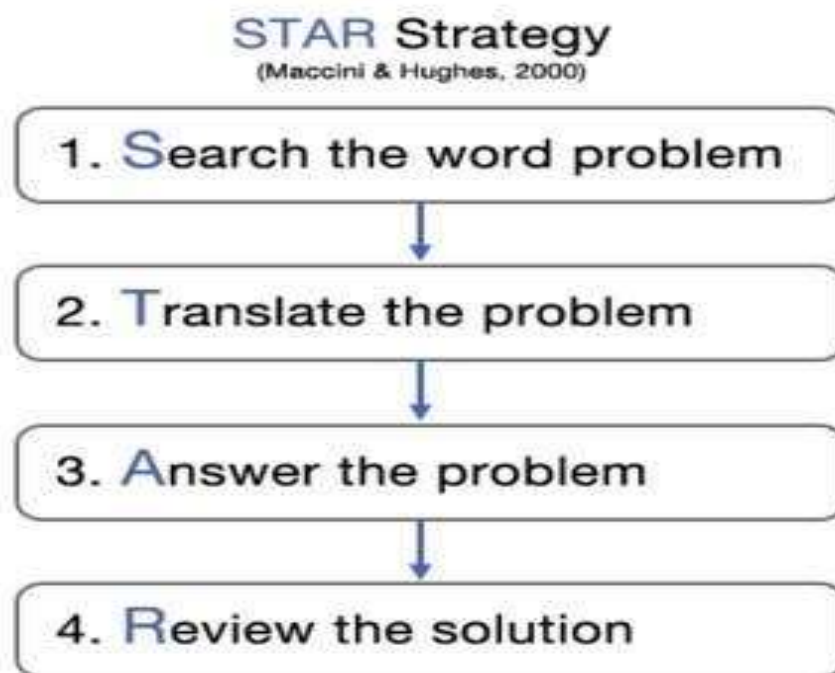
Gambar 18. Problem and Solution Graphic Organizer

c. Summary Frame Questions

· What is the problem(s)?

· Why does this become problem?

· What is the possible solution(s)?

● According to the text, what solution has the best chance for succeeding?

Regarding the basic forms of graphic organizers depicted before, the followings are examples of the use of the 5 types of graphic organizers explained above.

Gambar 19. Example of Descriptive Graphic Organizer

Six Steps to Smarter Studying

1. Pay Attention: Good Studying Starts in Class	2. Good Notes = Easier Studying	3. Plan Ahead and You'll Be Glad You Did
4. Break It Up!	5. Lose the Confusion - Ask for Help	6. Sleep Tight!
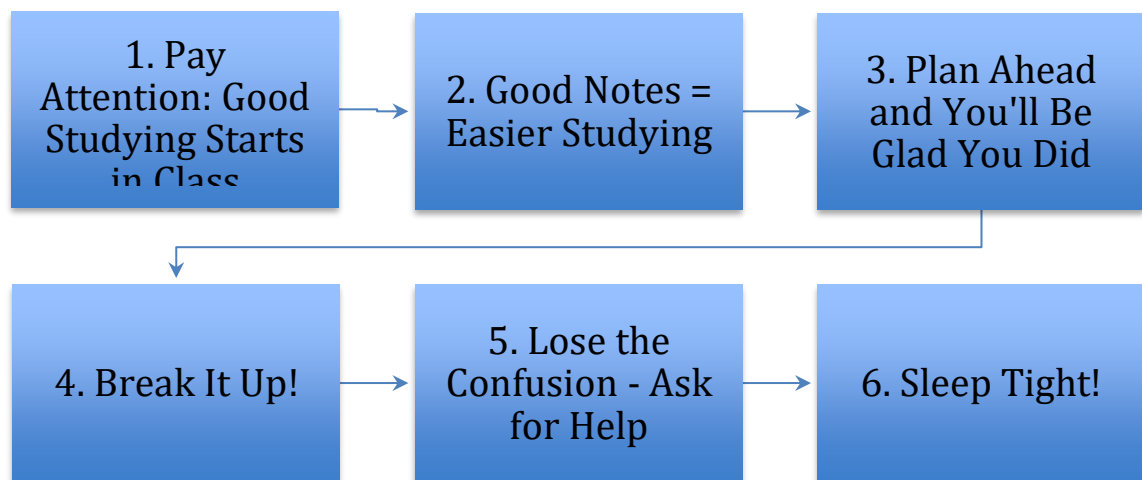
Gambar 20. Example of Sequence Graphic Organizer

Apples   and   Oranges

Oranges have more acid	Both fruits Have skin Healthy	Apple has thinner skin
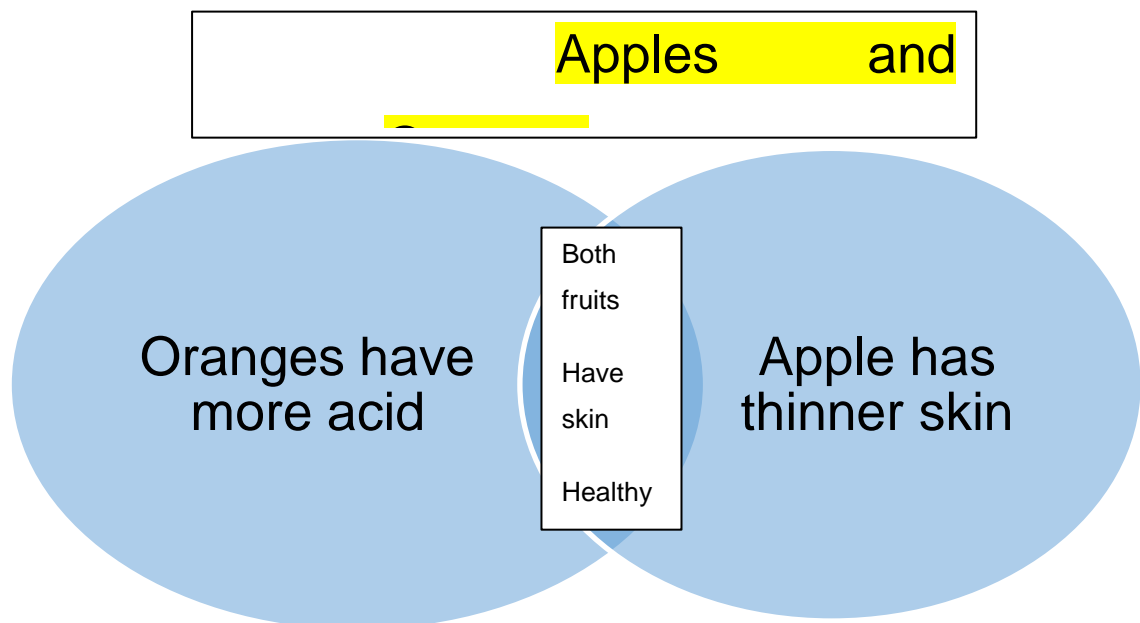
Gambar 21. Example of Compare and Contrast Graphic Organizer
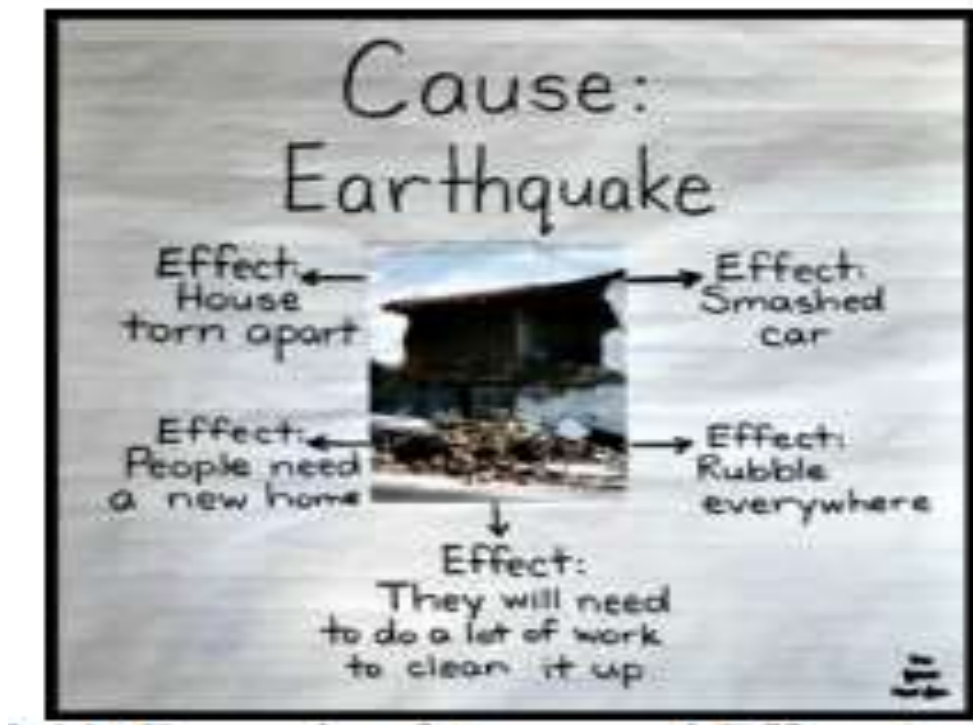
Gambar 22. Example of Cause and Effect Graphic Organizer
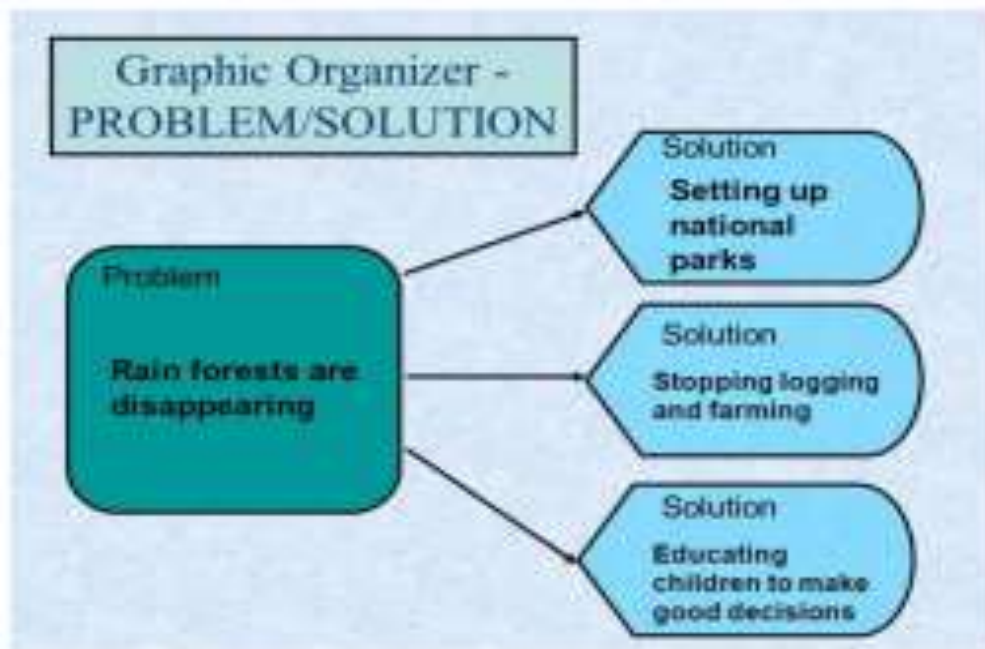
Gambar 23. Example of Problem and Solution Graphic Organizer

4.4   Language Features of Infographics

Some language features that you can follow to make a good infographics are as follow:

1. Informative

You need to be informative, accurate, and revealing the message. You need to make sure that through your infographics, you can add values that a text alone cannot communicate. In general, your aim is to bring clarity and understanding where there is complexity and confusion.

2. Engaging

Use the language that invites people to explore the information and help them find relevance and context. Stimulate them so that they will want to spend time reading your infographics.

3. Accessible

You need to communicate to the readers with the clearest language and the simplest techniques.

5.   *Brochure*

5.1 Definition of Brochure

Brochure is a flyer, pamphlet or leaflet that is used to pass on information about a company, product or service. Brochures advertise items mainly used to introduce a company or organization and inform about about products and/or services to a targeted audience. Brochures are distributed or handed personally or placed in brochure racks.

Gambar 24. Travel Brochure

(Source: https://secure.viewer.zmags.com/publication/897c93f9#/897c93f9/20)

5.2 Social/Language Function of Brochure

The social function of Brochure is to advertise items mainly used to introduce a company or organization and inform about products and/or services to a targeted audience.

5.3 Generic Structure of Brochure

The followings are the structure of Brochure.

a. Title: the name of products or service offered in brochure.

b. Contain: the information given about the products or service offered in brochure.

c. Contact person: name, address, or phone number person to find out more information about something that's offered in brochure.

5.4 Language Features of Brochure

Some language features that you can follow to make a good infographics are as follow:

1. Focusing on a topic.

2. Focusing on specific thing.

3. Using images or photograph.

4. Mixing writing styles.

Gambar 25. Travel Brochure

(Source:https://templates.office.com/en-us/Travel-brochure-TM77890083)

Please, complete the following table based on Text 1 (Fig 1.24) and Text 2 (Fig 1.25)

No	Components/Elements	Text 1 (Fig 1.24)	Text 2 (Fig 1.25)
1.	Title		
2.	Contain		
3.	Contact Person		

6. Label

6.1 Definition of Label

Label is a piece of paper, plastic film, cloth, metal, or other material affixed to a container or product, on which is written or printed information or symbols about the product or item.

Gambar 26. Example of Label

(Source: http://npic.orst.edu/images/labelinfographic.jpg)

Gambar 27. Example of Label

(Source: https://1.bp.blogspot.com/)

6.2 Social/Language Function of Label

The social function of Label is to promote and provide information on a product's origin, manufacturer (e.g., brand name), use, shelf-life and disposal, some or all of which may

be governed by legislation such as that for food in the UK, United States, or other countries.

6.3 Generic Structure of Label

The followings are the structure of Label.

a. Date Marking
b. Product Name
c. Manufacturer's Details
d. Usage Instructions
e. Ingredient List
f. Net Weight
g. Precautionary Statements

6.4 Language Features of Label

Some language features that you can follow to make a good infographics are as follow:

1. Using technical terms.
2. Using numbers.
3. Using Present Tense.
4. Using passive voice.
5. Using images.
6. Using imperatives.

Please, study the following text and answer the questions.
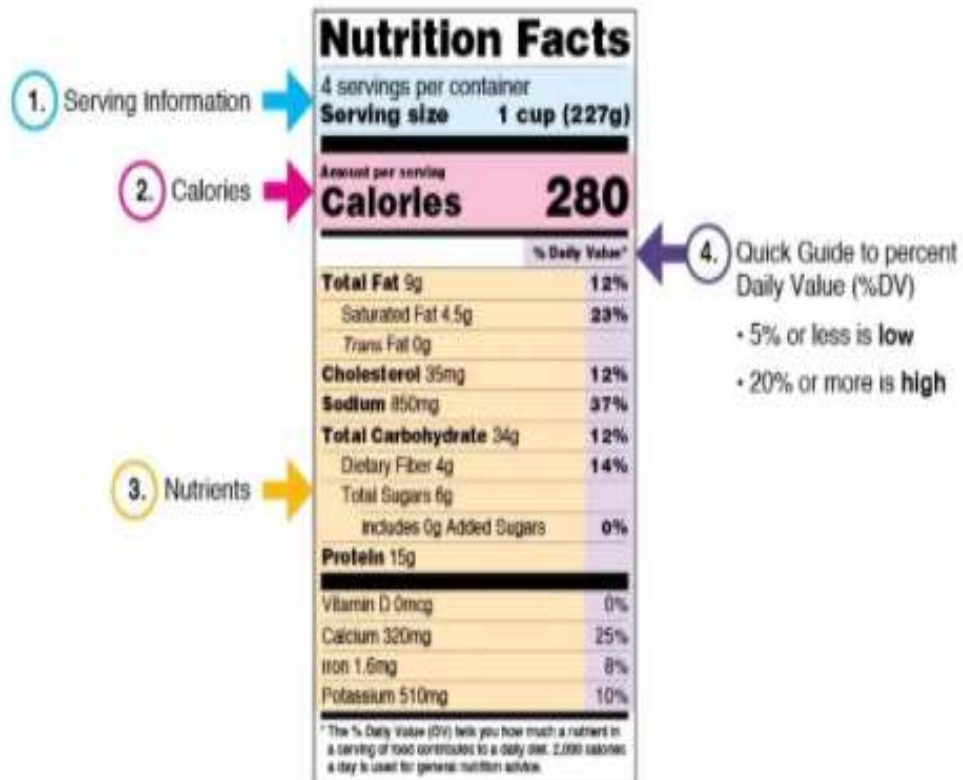
No	Questions	Answers
1	What is the text about?	
2	What is the name of the product?	
3	What is the purpose of the text?	
4	What should you read before buying or consuming this product?	
	Give the reasons.	
5	What is this product made of?	
6	How much serving size is per unit of this product?	

7	Do you think that this product is healthy?	
	Give the reasons.	
8	What will you probably do after reading this text?	
	Give the reasons.	

7. Current Activities

The followings are types of current activities in the form of **Simple Present Tense, Present Progressive Tense (Present Continuous Tense)**, and **Present Perfect Tense**. They describe "When to use" and "examples."

Simple Present Tense	Present Progressive Tense (Present Continuous Tense)	Present Perfect Tense
We use the Simple Present Tense: ● To tell about things that are true or universals. - The sun **sets** in the west. - Water boils when it is heated. ● To tell about routine or habitual activities - I **drive** a car to the office every day. - Ella **brushes** her teeth twice a day. ● For facts. - A dog **has** four legs.	We use the Present Continuous Tense: ● When somebody is doing something at the moment. - We **are learning** the progressive tense in English. ● When something is happening at this moment (the action has started but hasn't finished). - Please be quiet. The children **are sleeping**. ● To talk about something that is happening around the time of speaking but not necessarily at that exact moment. - Awan **is studying** a lot for the exam.	We use the Present Perfect Tense: ● To talk about an action or state that either occured some time ago, provided that there is still a connection with the present, that is, provided the action or state could be repeated. - Ali **has won** several races on that horse. ● To talk about the action or event that begins in the past and usually continues after the time of speaking in the present. - The boy **has had** the chickenpox **since** Sunday (and he still has it). ● To talk about a finished action in someone's life (when the person is still alive: life experience): - My mother **has been** to Australia twice.

		● To talk about a finished action with a result in the present: - I**'ve read** Harry Potter "The Ultimate Book of Facts" (The result is that I can tell the story of the book). ● With an unfinished time word (this week, this month, today): I**'ve drunk** milk today.

D. Rangkuman

This section presented an overview of English for Public Information that was presented by Notice, Posters and Banners, Graphic Organizers, Infographics, Brochure, Label, and Current Activities.The main points of this section follow:

- A notice is very short piece of writing which is usually formal in style.There are five kinds of notice: command, caution, information, prohibition, and warning.
- A poster is a temporary promotion of an idea, product, or event put up in a public space for mass consumption, while a banner can be a flag or other piece of cloth bearing a symbol, logo, slogan or other message.
- A graphic organizer is a teaching and learning tool that is used to organize information and ideas in a way that is easy to comprehend and internalize.
- Infographic is a combination of the words "information" and "graphics."
- Brochure is a flyer, pamphlet or leaflet that is used to pass on information about a company, product or service.
- Label is a piece of paper, plastic film, cloth, metal, or other material affixed to a container or product, on which is written or printed information or symbols about the product or item.
- Current Activities are described in the form of Simple Present Tense, Present Continuous Tense, and Present Perfect Tense.

The next section stresses the importance of English for Communication.

Pembelajaran 2. *English for Communication*

Sumber. Modul Pendalaman Materi Pendidikan Bahasa Inggris

Modul 2. English For Personal Communication dan Modul 3. English For Social Communication

Penulis. Listiani, M. Pd dan Dra. Titi Wahyukti, M. Pd

A. Kompetensi

Penjabaran model kompetensi yang selanjutnya dikembangkan pada kompetensi guru bidang studi yang lebih spesifik pada pembelajaran dua. Pada pembelajaran ini dibahas tentang *English for Communication*, ada beberapa kompetensi guru bidang studi yang akan dicapai. Kompetensi yang akan dicapai pada pembelajaran satu adalah guru P3K mampu:

1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam *English for Communication*.
2. Menguasai *English for Communication* lisan dan tulisan, reseptif dan produktif alam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).

B. Indikator Pencapaian Kompetensi

Dalam rangka mencapai kompetensi guru bidang studi, maka dikembangkanlah indikator - indikator yang sesuai dengan tuntutan kompetensi guru bidang studi. Indikator pencapaian komptensi yang akan dicapai dalam Pembelajaran 2. *English for Communication* adalah sebagai berikut.

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari *Invitation, Personal Letter, Advertisement, Short Message, Greeting Card, Announcement, Descriptive Text, Report Text* lisan dan tulisan.
2. Menganalisis isi *Invitation, Personal Letter, Advertisement, Short Message, Greeting Card, Announcement, Descriptive Text, Report Text* dalam bentuk tulis.
3. Menyusun *Invitation, Personal Letter, Advertisement, Short Message, Greeting Card, Announcement, Descriptive Text, Report Text* dalam bentuk tulis.
4. Menganalisis unsur kebahasaan dari *Upcoming Activities*.

C. Uraian Materi

1. *Invitation*

1.1 Definition of Invitation

Invitation is a written or verbal request inviting someone to go somewhere or to do something.

Look at the following examples of Invitation below.

Gambar 28. Wedding Invitation

> EMYL Group
> 123 Street West, Lafayette, MI, USA 23123
>
> April 21, 2016
> Bob Harps
> Harps Consulting
> Indianapolis, IN, USA 12980
>
> Dear Dr. Bob Harps,
>
> EMYL is a group of business minded youths living in the Lafayette area. Each of our members started their business below age 20 from which they make a living, having this in common we gather to help achieve our goals together.
> Like partners, we track progress from business to business by following set structures that we have formed from reading good books. Your book titled "Get Set, Go!" is one of the books that we have used and many of our members saw tremendous progress while we were studying it.
> Among other things on your website, I appreciate one of your goals that has to do with 'helping younger people succeed'. And in this regard I would like to formally invite you to be the main speaker at our annual year-end dinner. This is schedule for Saturday the 8th of December, 2016 at the Lafayette City Hall. I know that our members will be thrilled to have you in person.
> Kindly confirm your acceptance for the date. However, if you are not available to speak for that day, we still have ample time to make some date changes to accommodate your availabilities. I could be reached by phone at 627-448- 1234 or by email at Larrygolders@EMYL.org. Our website is www.EMYL.org to give you more information about the group. Sincerely, Steve Harris President

Gambar 29. Business Invitation

(Adapted from: https://letters.sampleinvitationletter.info/guest-speakerinvitation-letter/)

1.2 Social/Language Function of Invitation

The social function of Invitation is to ask or request someone to go to a place, do something, or participate in certain event.

1.3 Generic Structure of Invitation

The followings are the structure of Invitation.

a. Invitee
b. Body of invitation
c. Inviter

1.4 Language Features of Invitation

Some language features that you can follow to make a good short
Message are as follow:

1. Using imperatives. (e.g.: please come to my birthday party; just bring yourself; don't bother)
2. Using pronoun. (e.g.: everybody; you; all of you, etc)
3. Using passive voice. (e.g.: you are invited)

Text 1 (Fig 2.1) and text 2 (Fig 2.2) are another type of this formal invitation. To help your understanding towards the definition of this invitation type, please complete the table below and answer the following question.

No	Components/Elements	Text 1	Text 2
1	Name of Event		
	Reason		
2	Formal Invitation Expressions		
	Reason		
3	Medium of Invitation (card, letter, etc)		
	Reason		
4	Type of formal Invitation		

2. *Personal Letter*

2.1 Definition of Personal Letter

Personal letter is a type of letter (or informal composition) that usually concerns personal matters (rather than professional concerns) and is sent from one individual to another.

2.2 Social/Language Function of Personal Letter

The social function of personal letter is to inform or convey personal opinions or interests.

2.3 Generic Structure of Personal Letter

The followings are the structure of Personal Letter.

a. Heading: Date; Sender; Address.

b. Greeting/Salutation.

c. Body/Content.

d. Closing/Complimentary Close.

e. Signature.
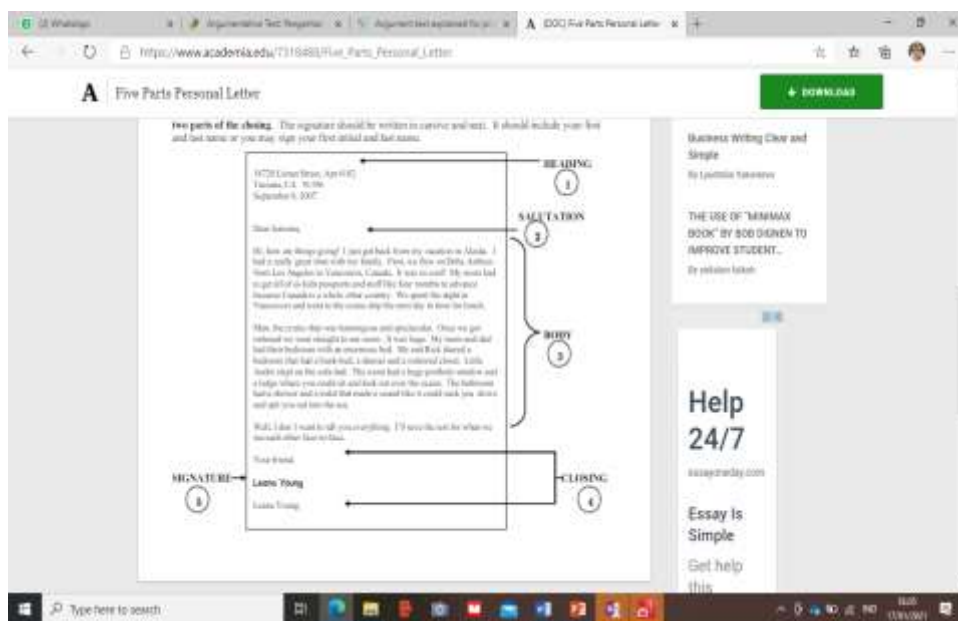
Gambar 30. Personal Letter

(Source: https://www.academia.edu/7318488/Five_Parts_Personal_Letter)

2.4   Language Features of Personal Letter

Some language features that you can follow to make a good short message are as follow:
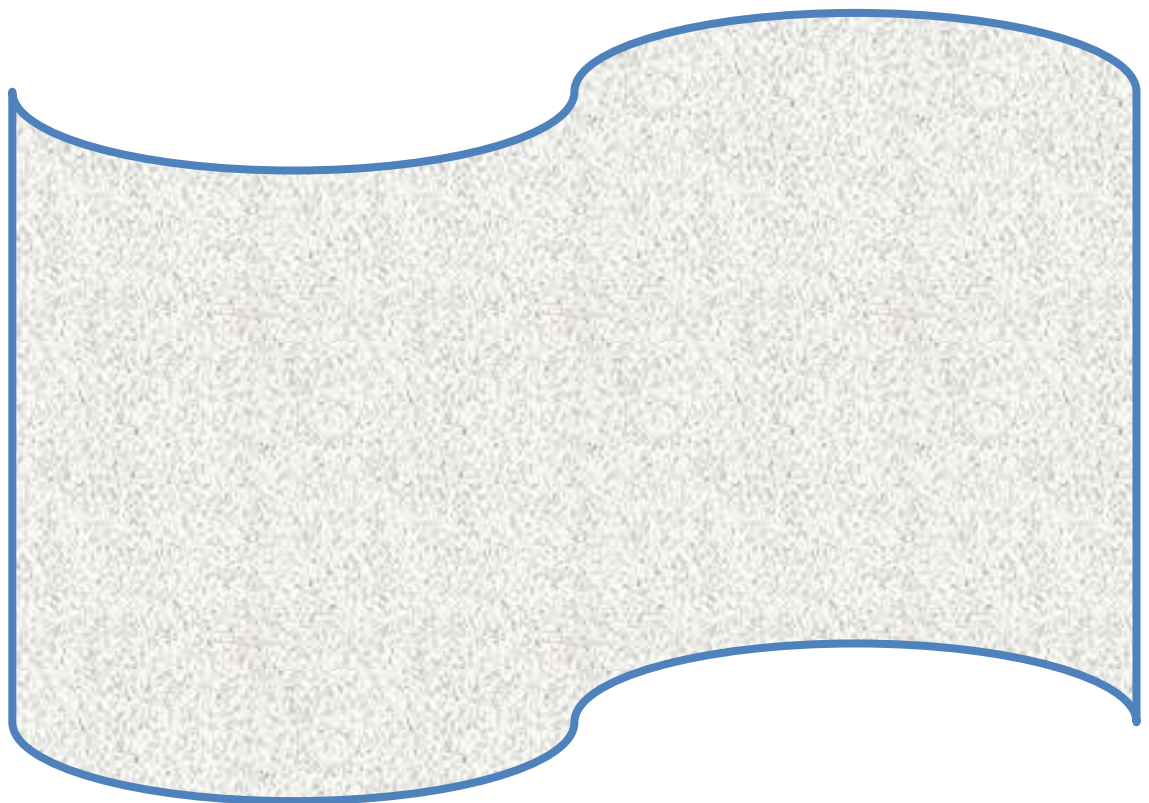
1. Using Simple Present Tense.

2. Using Simple Past Tense.

In this task, you are trained to write a personal letter using mail/post format. The letter should include HEADING, SALUTATION/GREETING, BODY OF LETTER, COMPLIMENTARY CLOSE, and SIGNATURE.

In your letter, you want to say thank you for a present that your grandmother gives you in your birthday. Please, consider the following writing descriptors in your writing work.

No	Writing Elements	Descriptors
1	Task Response	a. fully addresses all part of the task b. presents a fully developed position c. fully extended and well-supported ideas
2	Coherence and Cohesion	a. skillfully manages paragraphing b. sequences information and ideas logically
3	Lexical Resource	a. provides wide range of vocabulary b. rare minor errors occur only as "slips"
4	Grammatical Range and Accuracy	a. provide wide range of structure with full flexibility and accuracy b. rare minor errors occur only as "slips"

Please, write your letter in the following provided space.

2.5 Types of personal Letters

The followings are types of personal letters.

a. Pen Pal

b. Fan Mail

c. Love

d. Farewell

e. Get Well

f. Condolence

g. Congratulations

h. Thank You

i. Holiday/Celebration

How To Write A Personal Letter

➢ Begin your letter by writing your name and address in the top right-hand corner of the page.

➢ Next, write the date on which you are writing your letter. This goes on the left-hand side of the letter, just above where you will write your greeting

➢ Under the date write your greeting. It is acceptable in a friendly letter to be informal with your greeting

➢ Now it is time to start writing the content of your letter

➢ When you have finished writing your letter, end it by signing off.

➢ Sign or write your name under the sign-off

Do you want to know letter writing tips?

❖ Write a draft.

❖ Make sure your handwriting is clear and neat.

❖ Do not include anything messy in your letter.

❖ It is not a good idea to decorate your envelope

❖ Make sure that your spelling is correct and there are no grammatical errors. Proofread your letter before you send it.

❖ If you know your handwriting is a bit on the messy side, print out an address label to stick on your envelope, or ask an adult or friend with neat handwriting to write the address for you!

3. Advertisement

3.1 Definition of Advertisement

An advertisement is an item in a newspaper, on television, on the internet, or in a public place, which tries to persuade you to buy something, or which gives you information about an event or job vacancy. Sometimes it is about a product, services, or an event for sale.

3.2 Social/Language Function of Advertisement

The social function of Advertisement is to urge the listener or reader to buy or use the product or services being advertised, to announce about a product, services, or an event to the public, and to convince of communication about a product, services, or an event so that the user effort to use the product or services.

Gambar 31. Product Advertisement

(https://www.google.com/search?q=ADS+OF+PRODUCT)

Gambar 32. Service Advertisement

(https://www.google.com/search?q=advertisement+of+a+product&tb)

Gambar 33. Event Advertisement

 (https://www.eventmanagerblog.com)

3.3 Generic Structure of Advertisement

The followings are the structure of Advertisement.

a. Purpose: purpose built of the advertisement.

b. Name of product: product names in advertising.

c. User: user of the product.

3.4 Language Features of Advertisement

Some language features that you can follow to make a good short message are as follow:

1. Using the choice of words related to necessary information.

2. Using the choice of words to indicate the target.

3. Using the choice of words that is precise, logical, and courteous.

4. Using the choice of the words that have a suggestion for the audience.

4. *Short Message/Memo*

4.1. Definition of Short Message/Memo

Short mesaage/Memo is a brief text message that is used to convey something to another person so that the pesrson is doing or not doing something because we can't meet in person to the people we are going to give the message.

Characteristics of Short Message/Memo

❖ Clear Address

❖ Simple

❖ Easy

4.2. Social/Language Function of Short Message/Memo

The social function is to send an important message to other people, like friends and relatives.

Purposing of Sending Message

1. Asking for permission
2. Apologizing
3. Asking for favors
4. Cancelling previously agreed things, etc.

4.3. Generic Structure of Short Message/Memo

The followings are the structure of Short Message.

a. Receiver/Recipient/Addressee: the one who accepts the message.

b. Content/Message: what the message is.

c. Sender: who sends the message.

4.4. Language Features of Short Message/Memo

Some language features that you can follow to make a good short message are as follow:

1. Using Simple Present Tense
2. Using Future Tense
3. Using adjectives

4. Using modal auxiliary

5. Using alphanumeric characters

6. Using common terms or abbreviations

Look at the model of short message/memo below.

Text Structure	Short Message/Memo
Receiver/Recipient/Addressee	*To Evalia,*
Content	*Endah and I are planning to go to Insan's house tonight. Do you want to join us? We will do our task and also watch the newest movie there. I'm waiting for your reply. Reply as soon as possible.*
Sender	*Vika.*

Internal Memo

To : Sri Rejeki
From : Harwan
Subject: Get the CD

I am in a hurry to catch the bus. It's quite late. I'm still burning CDs in the teacher's computer.
Please, you wait the process and keep all the burnt CDs with you. There are 5 CDs more to burn. Don't forget shutting down the computer and disconnect the electric lines.
Thanks a lot.

Gambar 34. Example of Short Message/Memo

(Source: https://www.google.com/search?q=short+message)

Gambar 35. Example of Short Message/Memo

(Source: https://www.google.com/search?q=short+message)

5.   *Greeting Card*

5.1 Definition of Greeting Card

Greeting card is an illustrated piece of card or high quality paper featuring an expression of someone's intention, friendship or sentiments.

We usually have greeting card on some special occasion, for example as birthday, new year, religious celebrations, etc. We also use the greeting cards to express other feeling, for example to congratulate others on their success, on having a new born baby, condolence, or other circumstances. Greeting cards can be mass produced or customed. Some company produce the greeting cards with nice design and meaning words written on it. But you also can make your greeting cards by yourself that would be meaningful for the person who receive your cards.

5.2 Social/Language Function of Greeting Card

The social function of Greeting Card is to convey how you feel or thought of a situation or wishing other people on their situation, to convey someone's support to a friend, relative, or others who are having a difficult time, experience or lost, or to congratulate, to wish or to show sympathy for someone's achievement.

5.3 Generic Structure of Greeting Card

The followings are the structure of Greeting Card.

a. The addressee/receiver

To whom the greeting card is sent for. You need to write the name of receiver.

b. The body/content of the cards

The content of the cards is the message or point you would like to address to someone you send your cards to. For example: Congratulation for your college graduation, Happy Anniversary, Happy Eid Mubarak, Happy Holiday, Merry Christmas, etc.

It usually consists of interesting words added by substance as the following:

Quote: these words related to the activity.

Picture: the greeting is inserted with interesting picture.

Expression: using Congratulation Expression or Sympathy Expression

c. The sender or who wrote the card

You need to write your name or the name of the sender of the card. People can understand the sender of the card by seeing the name after the closing or greetings, for example: Yours, Anna, Warm Regards, Mrs Park, etc.

Structure of Greeting Cards	Examples
Addressee	Dear Ana Hi John Hey Michael
Content	I wish you a very happy birthday. Congratulation on your upcoming marriage. Happy Eid Mubarak. May Allah bless you with happiness and health.

| | We are sorry for your loosing. We hope it will boost your spirit in your training and gain winning on the next championship. All the best for you, my friend. |
| Sender | Yours,
 Mom and Dad
 Regards,
 Mr. Dewey
 Your supportive friend,
 Ella
 Your best friend, |

5.4 Language Features of Greeting Card

Some language features that you can follow to make a good short message are as follow:

1. Using Simple Present Tense.

2. Using Simple Future Tense.

3. Using expressions of greeting card. (e.g.: Congratulations on...,

   happy ...)

Gambar 36. Example of Greeting Card

(Source: https://www.google.com/search?q=greetingcard)

Gambar 37. Example of Greeting Card

(Source: https://www.google.com/search?q=greetingcard)

Please, complete the following table based on the two texts above Text 1 (Fig 2.8) and Text 2 (Fig 2.9)

Text Structure	Text 1	Text 2
Addressee		
Content		
Sender		

6. Announcement

6.1 Definition of Announcement

Announcement is a public statement containing information about fact, event, or intention that has happened or is going to happen, which is delivered in oral or written or a written or spoken statement that tells people about something: public or formal wirds that announce something.

6.2 Social/Language Function of Announcement

The social function of Announcement is to let everyone know ehat has happened and what will happen in the future. Information will give information to public or just to small number of us.

6.3 Generic Structure of Announcement

The followings are the structure of Announcement.

a. The title of Announcement: there is a title for an announcement but sometimes people do not put a title. The title of the announcement will tell the audience or reader what the announcement about.

b. Day, Date, and Time: day, day, date, and time will inform when the event, for instance, take place.

c. Place: the statement of place of event will tell the reader where the event takes place.

d. Contact Person: the contact person name and number usually stated so that the audience or reader who are interested in the event will be easier to know or join the event.

e. Addressee: the subject to whom the announcement for.

6.4 Language Features of Announcement

Some language features that you can follow to make a Descriptive text are as follow:

1. Using Simple Present Tense.
2. Using Simple Future Tense.
3. Using exact nouns.
4. Focusing on pronunciation and intonation (spoken announcement) and spelling and punctuation (written announcement).

Look at the examples of Announcement below.

Gambar 38. Example of Announcement

(Source: https://www.google.com/search?q=announcement)

Dear all,

If you have been following the developments within our company, you probably came across our latest job opening. For those of you that are not aware, we are currently hiring an HR manager. This announcement will, on a later date be shared with external sources as well, but we would like to get some eligible candidates from within our company.

If you'd like to get more information on the specific role and get a full description of what our ideal candidate looks like, please click here. If this job role interests you, feel free to send us your CV and give a brief explanation as to why you are the perfect person for this role, by replying to this email.

If you have more questions, feel free to ask Suzan M., who is available in her office from 9.00-11.00.

Kind regards,

Maria Sharena

Gambar 39. Example of Announcement

(Source: https://www.mailigen.com/blog/Creative Announcement Email Examples And Templates (mailigen.com)

Text 1 (Fig 2.10) and text 2 (Fig 2.11) are the examples of another announcement type. To help your understanding towards the definition of this type, please answer the following questions.

1. Are the events provided in the three texts informed publicly?
   Please, give your reasons

2. What are the forms of information delivered in the announcements?

3. Where do you think the announcements are commonly found?
   Please, give your reasons.

No	Components/Elements	Text 1	Text 2
1	Name of Events (happen in the future)		
	Evidence		
2	Name of Events (happen in the past)		
	Evidence		
3	Addressed to (target group)		
	Reason & Evidence		
4	People who might be interested to watch		
	Reason & Evidence		
5	The media for delivering the announcements (letter, card, etc)		

7. *Descriptive Text*

7.1 Definition of Descriptive Text

Descriptive is a text which says what a person or a thing is like.

Descriptive texts usually:

- Make use of adjectives and adverbs
- Use comparisons to help picture the scene (something is like something else)

- Employ the reader's five senses (how something feels, smells, looks, sounds, and tastes)

7.2 Social/Language Function of Descriptive Text

The social function of Descriptive text is to give information about a particular entity by describing its features, history, and special characteristics.

THE CHANGING FAMILY
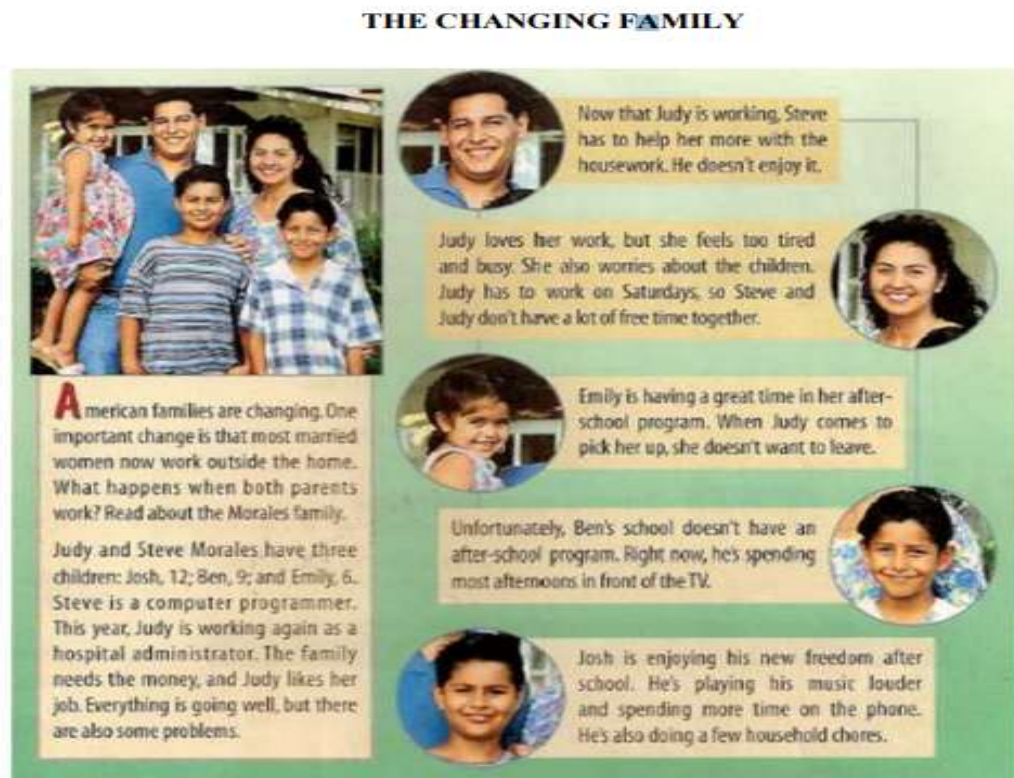
Gambar 40. Example of Descriptive Text

(Source: Richards, J.C., Hull, J., Proctor, S. (35))

7.3 Generic Structure of Descriptive Text

The followings are the structure of Descriptive text.

a. Identification or general statements. It introduces or identifies specific object (a person, place, animal or object).

b. Descriptions: the parts of a text describe the object characteristics, appearances, personality, habits or qualities related to what the writer describes.

7.4 Language Features of Descriptive Text

Some language features that you can follow to make a Descriptive text are as follow:

1. Focusing on specific participant.
2. Using adjectives

3. Using Simple Present Tense.

4. Using action verbs.

5. Using Simple Past Tense (to describe a thing, a place, or a person which does not exist anymore)

Look at the model of Descriptive text below.

Text Structure	THE AMAZING TAJ MAHAL IN INDIA
Identification	Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.
Description of design	The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements.
Description of appearence	Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration. Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

Then, complete the text structure and the language features of Descriptive Text below.

Text Structure	Someone I Admire	Language Features
	Someone I admire is my cousin, Laura. She is five years older than me, so she's 19 now and she lives in Bristol. She is very friendly and confident and she's got long, wavy, brown hair and greeny-brown eyes. She is medium height, slim, and very fit because she is dancer.	
	She's been dancing since she was six years old and trains every day at her dance school. She wants to be a professional dancer, but it's a very difficult profession because it's so competitive. She often dances in shows and I've been to watch her several times. Her favourite type of dance is modern, which is sometimes a bit strange, but I love watching her dance.	
	Laura is very busy because she also studies photography at university. She's a really good photographer and has taken lots of amazing photos of me and my family. Her photos have won a few prizes and last year one of her photos was in an exhibition at an art gallery in London.	
	Laura doesn't have a lot of free time and she's also trying to learn German because she wants to go to Germany next year to do a photography course. I think Laura is very hard-working and she deserves to become a professional dancer one day.	
	(Source:https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1- writing/someone-i-admire)	

8. Report Text

8.1 Definition of Report Text

Report is a text which concerned with general categories of things rather than events and happenings and with informing about technical and scientific topics. Because of this, they can seldom be interpreted and constructed without knowledge of the field and its associated language.

Look at the example of Report text below.

Environmental Disasters

A disaster is something that does a lot of damage. Sometimes, disasters hurt living things and the place where they live. These disasters are called environmental disasters. Water pollution can be an environmental disaster. Water is polluted when people put things such as rubbish into it. Air pollution can also be an environmental disaster. Air can be polluted by things such as gas or smoke.

Oil Spills

Sometimes oil is spilled into water. Most oil spills are accidents. The most common accidents are when an oil tanker hits another oil tanker, or when an oil tanker hits the rocks.

Toxic Gas

Toxic means poisonous. Companies use toxic gas to make chemicals. Large amounts of toxic gas can be very dangerous. It can hurt or kill animals and humans.

Nuclear Power

Nuclear power can be very useful, but it can also be very dangerous if something goes wrong. If there is an accident, it can cause dangerous radioactive fallout. This cannot be seen, but it quickly spreads over a large area.

Smog

Smog is a big cloud of polluted air. It is like a very thick fog. It hangs just above the ground. In some big cities, a lot of coal and oil are used. These can make smog. In some cities, there are lots of cars and trucks on the road. The fumes from the cars and trucks can make smog. The more pollution there is, the worse the smog gets. (Source: Derewianka 2016, p. 165.)

8.2 Social/Language Function of Report Text

1. Classifying Report: to organise and describe a field or topic into a class and subclass hierarchy.
2. Compositional Report: to organise and describe a field or topic according to its part (a part or whole part).

8.3 Generic Structure of Report Text

The followings are the structure of Report text.

a. Opening general statement/General classification

The first part of the Report is locating what is being talked about in the universe of things. It often takes the form of a classification or definition (e.g. Bikes are a popular form transport). Sometimes the opening statement may also indicate a particular aspect of the topic that is being treated (e.g. There are many different types of bike in Australia).

b. Facts about various aspects of the subject/Descriptions

These facts will be grouped into topic areas, each marked by a topic sentence to indicate the particular aspect of the subject being dealt with. Each aspect might be elaborated by referring to distinctive characteristics of the subject (color, shape, habits, behavior, etc.), or by giving examples, or by comparing, contrasing and classifying, or by describing components and their function.

8.4 Language Features of Report Text

Some language features that you can follow to make a Descriptive text are as follow:

1. Using general nouns. (e.g.: hunting dogs)
2. Using relating verbs to describe features. (e.g.: Molecules are tiny particles)
3. Using action verbs.
4. Using timeless present tense to indicate usualness.
5. Using technical terms.
6. Using paragraphs with topic sentences.
7. Using passive voice

Look at the model of Report Text with the structure and the language features below.

Text Structure	*Camel*	Language Features
General classification	Camel is a large and strong animal which is commonly seen in desert.	Relating Verb Passive Voice Timeless present tense

Descriptions	There are two kinds of camel; Arabian camel and Bactrian camel. The first kind of camel has one hump and the second has two humps.	Technical term
Descriptions	Camels are able to travel in great distances across hot and dry deserts with little food or water. They walk easily on soft sand of the desert.	Relating Verb Action Verb
Descriptions	Camels are trained as means of transportation by carrying people and loads on their backs. They also serve the people of the desert in many other ways.	Passive voice Technical term

(Source:https://freeenglishcourse.info/10-contohreport-text-bahasa-inggris/)

9. Upcoming Activities

The followings are types of upcoming activities which use "Be going to", "Will", and "Would like to." They describe "When to use" and "examples."

When to use BE GOING TO	When to use WILL

The structure **BE GOING TO** is normally used to indicate the future but with some type of connection to the present. We use it in the following situations:
● When the speaker mentions an intended future action but the decision has been made some time before the moment of speaking. (Intention)
  - *My husband **is going to build** a house this year* – in fact he's bought a building site.
  - Putra (putting up a step-ladder): ***I'm going to hang** my new curtains.*
● When the speaker feels quite sure that an action is likely to happen based on the evidence or experience he/she has.
	In other cases, where there is no implicit or explicit connection to the present, use **WILL**:
	● When the speaker decides and tells another person immediately or almost immediately. (Intention)
	  - Boy: *My balloon's burst*!
	   Mother: *Never mind. I'll **get** you another one.*
	  - Putri: *I'm not going by air. I can't afford it.*
	   Andy: *I'll **lend** you the air fare.*
	● When we think or believe something about the future. (Prediction)
	  - Girl (reading a note from her boyfriend): *He's left me*!

Sometimes there are signs that make the speaker confident. (Prediction) - *Look at those clouds! It's **going to rain***. - *I don't feel well. I think I**'m going to throw** up*. (throw up = vomit) ● When something is about to happen. *Get back! The bomb **is going to explode**.*	Friend: *He came back last time. He **will come** back this time too.* (But we don't know when.) ● To make an offer, a promise or a threat. - ***I'll give** you a discount if you buy it right now.* - *I promise I **will behave** next time.* ● You use WON'T when someone refuses to do something. (WON'T is much more emphatic than not going to) Father to small boy: *Give the board back to your sister.* Small boy: *No, I **won't**.* (I refuse to.)

When to use WOULD LIKE TO

Another structure **WOULD LIKE TO** is used to tell other people about the intention or plan to do something. This can be a physical, mental or verbal action. We use it in the following situations:
● When you let someone know what you would be interseted in doing.
  - I would like to answer that question.
  - I'd like to say thank you.
  - I would like to practice cooking.
 	
Note:
You can use the following expressions of intention:
● I intend to ....
● My intention is to ....
● I am going to ....
● I am planning to ....
● I would rather ....
● We would like to ....
● I'd like to ....
● It is my intention to ....
● I fully intended to ....
● I reckon I will ....
● I am thinking of ....

D. Rangkuman

This section presented an overview of English for Communication that was presented by Invitation, Personal Letter, Advertisement, Short Message/Memo, Greeting Card, Announcement, Descriptive Text, Report Text, and Upcoming Activities. The main points of this section follow:

- Invitation is a written or verbal request inviting someone to go somewhere or to do something.
- Personal Letter is a type of letter (or informal composition) that usually concerns personal matters (rather than professional concerns) and is sent from one individual to another.
- An advertisement is an item in a newspaper, on television, on the internet, or in a public place, which tries to persuade you to buy something, or which gives you information about an event or job vacancy. Sometimes it is about a product, services, or an event for sale.
- Short Message/Memo is a brief text message that is used to convey something to another person so that the pesrson is doing or not doing something because we can't meet in person to the people we are going to give the message.
- Greeting card is an illustrated piece of card or high quality paper featuring an expression of someone's intention, friendship or sentiments.
- Announcement is a public statement containing information about fact, event, or intention that has happened or is going to happen, which is delivered in oral or written or a written or spoken statement that tells people about something: public or formal wirds that announce something.
- Descriptive text is a text which says what a person or a thing is like.
- Report text is a text which concerned with general categories of things rather than events and happenings and with informing about technical and scientific topics.
- Upcoming activities are described in the form of "Be going to", "Will", and "Would like to."

The next section stresses the importance of English for Entertainment..

Pembelajaran 3. English for Entertainment

Sumber. Modul Pendalaman Materi Pendidikan Bahasa Inggris

Modul 4. English For Entertainment
Penulis. Lutfi Istikharoh, M. Pd

A. Kompetensi

Penjabaran model kompetensi yang selanjutnya dikembangkan pada kompetensi guru bidang studi yang lebih spesifik pada pembelajaran tiga. Pada pembelajaran ini dibahas tentang *English for Entertainment*, ada beberapa kompetensi guru bidang studi yang akan dicapai. Kompetensi yang akan dicapai pada pembelajaran satu adalah guru P3K mampu:

1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam *English for Entertainment*.
2. Menguasai *English for Entertainment* lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).

B. Indikator Pencapaian Kompetensi

Dalam rangka mencapai kompetensi guru bidang studi, maka dikembangkanlah indikator - indikator yang sesuai dengan tuntutan kompetensi guru bidang studi.
Indikator pencapaian komptensi yang akan dicapai dalam Pembelajaran 3. *English for Entertainment* adalah sebagai berikut.

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari *Biography Text, Recount Text, Narrative Text* lisan dan tulisan.
2. Menganalisis isi *Biography Text, Recount Text, Narrative Text* dalam bentuk tulis.
3. Menyusun *Biography Text, Recount Text, Narrative Text* dalam bentuk tulis.
4. Menganalisis unsur kebahasaan dari *Past Activities, Degrees of Comparison, Compare and Contrast, Conditional Sentences.*

C. Uraian Materi

1. *Biography Text*

1.1 Definition of Biography

Biography is the one genre that can open his eyes and hearts to people who have made a difference in the world. It can learn about lives and eras of both the past and present.

1.2 Social/Language Function of Biography Text

The social function of Biography text is to know a person's strory about his/her life outside of any accomplishments. This person may be known for and to give lots of information easily and to educate the readers.

1.3 Generic Structure of Biography Text

The followings are the strcture of Biography text.

a. Orientation (Introduction)

It is the opening paragraph, gives the readers the background information of the person. Usually it contains narrated biodata such as full name, place, and date of birth.

b. Events

In events, it should be a chronological order. This stage is a part of the events experienced by the character. It contains an explanation of a good story in the form of problem solving, career processes, and various events that have been experienced by the character to lead to success.

c. Re-orientation (Closing)

It consists of a conclusion or a comment or the writer. Tell about the contribution or the contribution of the person. In closing, this section contains the views of the author of the narrated character. This authentication is optional, so there may or may not be.

1.4 Language Features of Biography Text

Some language features that you can follow to make a Biography Text are as follow:

1. Using Simple Past Tense.

2. Using temporal sequence and temporal conjunction.

3. Focusing on specific participant.

4. Using action verbs.

Life and Times of
Ki Hajar Dewantara
(Raden Mas Suwardi Suryaningrat)

The development of good character should be the heart and soul of education, and should dominate the spirit of teaching. This was the philosophy of the "Father of Education" in Indonesia, Ki Hajar Dewantara. The reason, he said, was that teaching and character building are like two sides of a coin and cannot, and should not be separated.

Education, by definition, means guiding student lives in a strong foundation of good character, so that they would be civilized humans of highest moral fibre, thus laying the foundation of

Picture 9.2 (Source: Kemendikbud)

a great nation without distinction of religion, ethnicity, customs, economic and social status.

Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for rights of Indonesians during Dutch and Japanese colonial eras (www.tokoindonesia.com).

He was born into an aristocratic family that granted him the privilege of free access to education of his choice. He got his primary education from ELS (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but due to health reasons he couldn't finish it. He started writing for newspapers and eventually all his writings were focused on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of *Budi Utomo* and the Indiesche Party, which were both important in the early development of the *pergerakan*, the "movement" that grew up with a nascent Indonesian national political consciousness (www.indonotes.wordpress.com).

He was exiled between 1913 and 1919 following the publication of two of

his articles: "*Als ik eens Nederlander*" (If I was a Dutchman) and "*Eén voor allen en allen voor één*" (One for all and all for one). He used his time in exile to learn more about education and obtained a Europeesche certificate (www.tokoindonesia.com).

Following his return, he focused more on cultural and educational efforts paving way to develop educational concepts in Indonesia. He believed that education is very important and the most important means of freeing Indonesians from clutches of colonization. He played a leading role in establishing "*National Onderwijs Institut Taman Siswa*" in 1922. This institution was established to educate native Indonesians during colonial times. This institution was based on these principles:

1. *Ing Ngarsa Sung Tuladha* (the one in front sets example).
2. *Ing Madya Mangun Karsa* (the one in the middle builds the spirit and encouragement).
3. *Tut Wuri Handayani* (the one at the back gives support) (indonotes.wordpress.com).

As Ki Hajar believed that character was not merely a theoretical concept, but a practical and living concept, he embodied his vision in his school, Taman

Siswa. The central goals of Taman Siswa emphasized character building, including traits such as patriotism and love for the nation, and a sense of national identity.

His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character. He continued writing but his writings took a turn from politics to education. These writings later laid foundation of Indonesian education. Froebel, Montessori and Tagore influenced his educational principles and in Taman Siswa he drew some inspiration from Tagore's Shantiniketan (asrirahayudamai.wordpress.com).

After independence, he was given the office of Minister of Education and Culture. For his efforts in pioneering education for the masses, he was officially declared Father of Indonesian Education and his birthday is celebrated as National Education Day. His portrait was on 20,000 rupiah note till 2002. He was officially confirmed as a National Hero of Indonesia by the 2nd President of Indonesia on 28th November 1959 (Tokohindonesia.com).

Ki Hajar Dewantara passed away on 26th April 1952 at the age of 69 years. His wife donated all Ki Hajar's belongings to Dewantara Kirti Griya Museum, Yogyakarta. He was a great man who spent his whole life serving his people and country.

Gambar 41. Example of Biography Text

(Source: https://www.google.com/search?q=biography)

2. *Recount Text*

2.1 Definition of Recount Text

Recount is a text that tells the reader about one story, action or activity.

There are three kinds of Recount Text

❖ Personal Recount: Retells an event that the writer was personally involved in.

❖ Factual Recount: records an incident, e.g. a science experiment, police report.

❖ Imaginative Recout: writes an imaginary role and gives details of events, e.g. A day in the life of a pirate; How I invented ...

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

(Taken from: https://freeenglishcourse.info/my-horrible-experience-arecount-text/)

Gambar 42. Example of Personal Recount Text

<div style="border:1px solid">

Man charged with pushing an old woman down the bus.

SINGAPORE - The man who pushed an old woman down a bus along Upper Thomson Road has been charged in court.

Twenty-five-year-old Ong Kok Hao is accused of hurting 76-year-old Hwang Li Lian Nee Lye on bus service number 167 at about 3pm on June 5 this year.

Ong is said to have used his right hand to push the old woman on her back, causing her to fall on the steps of the bus.

The incident was captured in a two-minute video and uploaded on YouTube. The video shows Ong suddenly flying into a rage at Madam Hwang for pressing the bell at the last-minute along Upper Thomson Road.

A shouting match then ensued and during the heated spat, Ong threatened to slap the woman, before pushing her down the bus

Ong's lawyer Eddie Koh will be making representations to the court. The case will next be mentioned in December. (Taken from: https://www.mediainggris.com/2019/02/kinds-of-text-recount-text-definition.html)

</div>

Gambar 43. Example of Factual Recount Text

<div style="border:1px solid">

I had my most memorable adolescence when I was fourteen.

I called it memorable because everything happened in that era. First, I had a breakout. Acne showed up on my entire face, especially my cheek. I was afraid to come out of my house and meet my friends as I was so embarrassed about my skin condition. Second, I had a crush. But since my face was covered by acne, I have to let my crush go without even try to know him. Third, because of my acne, I got bullied at school. I was sad. Fortunately, Mom gave me good medicine to get rid of the acne. It takes quite a while until my face is clean from the acne, so I promised myself to wash my face before sleep so the acne won't come back.

That was my bad experience with adolescence, though there were still lots of good experiences too. (Taken from: https://www.mediainggris.com/2019/02/kinds-of-text-recount-text-definition.html)

</div>

Gambar 44. Example of Imaginative Recount Text

2.2 Social/Language Function of Recount Text

The social function of Recount text is to retell past experience.

2.2.1 Generic Structure of Recount Text

The followings are the structure of Recount text.

a. Orientation

In this paragraph, you should include the opening paragraph introducing the participant, setting of time, as well as setting of place.

b. Events

In events, you must be aware that it should be a chronological order. This stage is part of the events experienced by the characters. It contains a series of events so that it constructs a complete series.

c. Re-orientation (Closing)

It consists of a conclusion or a comment or sums up of evaluation made by the writer. This authentication is optional, so there may or may not be.

2.3 Language Features of Recount Text

Some language features that you can follow to make a RecountText are as follow:

1. Using Past Tense.
2. Using action verbs or material processes.
3. Focusing on specific participants. (e.g.: I, my group)
4. Using linking verbs.
5. Using adjectives and adverbs.
6. Using conjunctions and time connectives.
7. Using evaluative words.
8. Using passive voice
9. Using Past Continous Tense
10. Using Past Perfect Tense

Look at the following model of Recount text and the structure below.

Gambar 45. Example of Recount Text

(Source: https://www.bing.com/images/recount - Bing images)

3. *Narrative Text*

3.1 Definition of Narrative

Narrative is the general term (for a story long or short; of past, present, or future; factual or imagined; told for any purpose; and with or without much detail).

3.2 Social/Language Function of Narrative Text

1. **Fable:** to entertain or to amuse the readers about the interesting story, to convey moral messages or lessons to the readers, especially for children to behave morally in the world to understand the values of the culture in which they are written.

Look at the example of Fable below.

> The Smart Monkey And The Dull Crocodile
>
> One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.
>
> Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."
>
> At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank." The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.
>
> "Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

Gambar 46. Example of Fable

2. **Legend:** to present the story of human actions in such a way that they are perceived by the listeners or readers to be true (in literature), to entertain or to amuse the readers about the interesting story (in general).

Look at the example of Legend below.

Once upon a time, there was the richest man lives in West Java. He was the one owner of the fields in the whole area. The villagers were just as labourers to him, so they called him as "Pak Kikir" or "Mr. Kikir" (a stingy man). Pak Kikir had a son. His son had a different character with him. He was a humble and kind boy. He always helped the villagers.

One day, Pak Kikir celebrated a Thanksgiving party. He thought this party could be effect to the harvest of his fields. All the villagers got invitation. The villagers were happy because they thought that they could find many delicious foods in that party. But it was out of what they already imagined. Pak Kikir just put out small food.

"Huh.... The miserly man. I can't imagine flow stingy he is." "The Lord is never blessing him," Said some of the villagers in that party. At the same time, there is an old woman came to Pak Kikir. She asked for his mercy. "Give me a plate of rice please..." Says the old woman. "What! I must work hard to get the place of rice!" Said Pak Kikir. "Have a mercy on me, please..." "No....... get out of my face! The old women crying and leave the party.

However, Pak Kikir's son was sad about that. So he gave his lunch snipe at for the old woman. After that, the old lady walks to a mountain. When she arrived at the top, she saw Pak Kikir's house. The best home in that area. She said, "Remember this Pak Kikir! Your gluttonous will sink you! And the Lord will never bless you!" Then the old woman jabbed her stick to the land, Then the water from the trace jabbed. Time after time the water became the flood. The villagers and Kikir's Son ran to save themselves to the mountain. While they are running, Pak Kikir tries to keep his prosperity. The flood was getting fast, and Pak Kikir sank with his money. The villagers and the son were saved. They were sad with this accident. They decided to find a new area. The villagers elected Pak Kikir's son as their leader. This boy taught the villagers how to be a good farmer, how to handle the fields and water balance.

Then the villagers called this boy as Anjuran (a Suggestion). The villagers obeyed their leader said. Some years later, the villagers changed the name to be Cianjur. It meant full of water. Now, Cianjur known as the best area to produce rice in West Java Province-Indonesia.

Gambar 47. Example of Legend

3.3 Generic Structure of Narrative Text

The followings are the structure of Narrative text.

a. Orientation (Introduction)

This is the introduction of what is inside the text. It tells about the text talks in general, who involves in the text, when and where it happens. It should include the characters that are animals or elements of nature. These non-human charcters are told to be able to talk or show human characters or habits.

b. Complication

It tells what happens with the participants. It explores the conflict among the participants. Complication is the main element of fable. Without complication, the text is not fable. The conflict can be shown as natural, social or psychological conflict. Every fable text must consist of conflict or problem. A simple definition of problem is when something goes and it is not what we want.

c. Resolution

This phase tells how the participants solve the problems aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended. The problem must be resolved. It can succeed or fail. There must be a moral value in this part.

d. Re-orientation

It telss the conclusion of the story. It usually includes the lesson from the story.

3.4 Language Features of Narrative Text

Some language features that you can follow to make a Narrative Text are as follow:

1. Using common and nonspecific setting.
2. Often taking place outside.
3. Using thinking verbs.
4. Using saying verbs that mark remarks.
5. Using past action verbs.
6. Using specific noun as pronoun of person, animal in the story. (e.g.: The king, the queen)
7. Using adjectives which are for noun phrase. (e.g.: long blac hair, two red apples)
8. Using time connectives and conjunctions. (e.g.: then, before, after, soon, a long time ago)
9. Using adverbs and adverbial phrase. (e.g.: here, in the mountain, ever after)

10. Using dialogue to elicit an emotional response from the reader.

11. Using Past Tense.

12. Ending in happy resolution.

13. Using of variety of simple, compound and complex sentences.

14. Using figurative language. (e.g.: simile, metaphor, hyperbole, personification, idiom, or onomatopoeia)

15. Using direct and indirect speech.

Please, study the generic structure of the following text and find the language features of the text.

The Wolf and the Stork

Orientation	A long, long time ago, the wolf and the stork were friends. One day, the wolf asked the stork to come to his house to eat.
Major complication	When the stork arrived at the wolf's house, the wolf put two bowls of soup on the table. The wolf ate his bowl of soup so quickly. When he finished, he asked the stork, "Did you like my soup?" But the stork was angry because he couldn't eat the soup. His beak was too long! When the stork went home, he was still hungry. The wolf laughed and laughed.
Major Resolution	Then the stork had an idea. He asked the wolf to come to dinner. He filled two tall pitchers with good soup. They began to eat. When the stork finished eating, he asked the wolf if he wanted more to eat.
Complication	But the wolf was angry. His mouth was so big that he couldn't get it into the pitcher. The wolf went home hungry, and the stork laughed and laughed.
Resolution	The wolf and stork have never been friends ever since.

Language features	Give the examples
Thinking verbs	
Direct and indirect speech	
Past Tense	
Figurative language	
Simple sentence	
Compound sentence	
Complex sentence	
Time connectives	
Conjunctions	
Adverbs and adverbial phrase	
Specific noun	
Adjective for noun phrase	

4. Past Activities

The followings are types of past activities in the form of **Simple Past Tense, Past Continuous Tense,** and **Past Perfect Tense.** They describe "When to use" and "examples."

Simple Past Tense	Past Continuous Tenses	Past Perfect Tense
We use the Simple Past Tense: ● For an event or action that completed in the past at a definite time. - *I **bought** it yesterday.* ● To list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on. - *We **arrived** at the airport at 9:50, **checked** in at the Golden Tulip Hotel at 10:30, and **met** the tour guide at 11:00.*	We use the Past Continuous Tense: ● To describe the background in a story written in the past tense. - "*The sun **was shining** and the birds **were chirping** as the deer came out of the forest.The other animals **were relaxing** in the shade of the trees, but the deer moved very quickly. ....*" ● To describe the action in the past continuous started before the event or action in the simple	We use the Past Perfect Tense: ● For an event or action that from a time the speaker looks back to an earlier action and may occupy a period of time. - *As a young man he **had been** a sailor and he liked talking about those days.* ● To talk about something that happened before something else. - *I turned back to my house and saw that someone **had spoiled** my front door.*

● For a duration which starts and stops in the past. Duration is a longer action often indicated by expressions such as: for two years, for two minutes, all day, all year, etc. - *We **stayed** in Belitong Island for four days*.	past and probably continued after it. - "*I **was watching** TV when someone knocked on the door*." ● To express a change of mind. - "*I **was going** to go snorkelling but I've decided to get my homework done instead*." ● With 'wonder', to make a very polite request. "*I **was wondering** if you could do a favor for me this afternoon*."	● To talk about an event or action was completed some time before some point in the past. *He **had painted** her portrait. He showed it to us.* (The portrait was completed some time before he showed it.)

5. *Degrees of Comparison, Compare and Contrast*

Degrees of Comparison			
Types	**Positive Degree**	**Comparative Degree**	**Superlative**
When to use	When we speak about only one person or thing.	When we compare two persons or two things with each other.	When we compare more than two persons or things with one another.
Form	➢ adjective /adverb	➢ adjective/adverb + **er** than ➢ **more** + adjective/adverb than	➢ the adjective/adverb + **est** ➢ the **most** + adjective/adverb
Examples	No other house in this street is as **big** as this one.	This house is **bigger** than any other house in this street.	This is the **biggest** house in this street.
Compare and Contrast			
To compare means to find things are alike. To contrast means to find things are different.			

Compare and contrast writing shows how two or more things are both alike and different. Writer uses compare and contrast signal words to describe two or more things.		
Common comparing key signal words and phrases		
Like similar most important similarly both	Same in the same way have in common alike just like	too as the same as as well as
Common contrasting key signal words and phrases		
Although however differ unlike in contrast the reserve	Yet but instead on the contrary even though different	whereas while unless contrary to on the other hand

6. *Conditional Sentences*

The followings are types of conditional sentences in the form of Type 1, Type 2, and Type 3. Each type describes "form" and "use."

Conditional sentences have two parts: the **if-clause** and the **main clause**.
Example: *If you drop the glass, it will break.*
If you drop is the if-clause and *it will break* is the main clause.
The main clause can come first: It will break if you drop it.
The IF-clause introduces a **condition**. The main clause is the **result** of that condition. What happens in the main clause is conditional to what happens in the if-clause. In other words the main clause only happens when the events in the if-clause happen.
There are three types of conditional sentence:

Types	Form	Use
Type 1	The verb in the *if*-clause is in the present tense and the verb in the main clause is in the future simple: *If I see Tom tomorrow, I'll give him your message.*	We use type 1 conditional sentences when we think the action or situation in the *if*-clause is possible or probable.
Type 2	The verb in the *if*-clause is in the past simple tense and the verb in the main clause is *would* + infinitive. Type 2 conditional sentences refer to the present or future. The	We use type 2 conditional sentences as follows. 1. When the statement in the *if*-clause is contrary to known fact. If he had a garden, … means that he

	past tense in the *if*-clause doesn't indicate past time. It is an 'unreal past' and indicates unreality or doubt. *If he had a garden, he would grow roses.*	doesn't have a garden. The *if*-clause here refers to the present. 2. When the action in the *if*-clause is improbable. If someone says, *If I won £50,000*, ... we know that he doesn't expect to win so much. The *if*-clause here refers to the future. 3. Sometimes when we are considering possible actions: *I'll go by bus*. ~ *If you **went** by train, you'**d get** there sooner.* **Notes:** The use of *were* 1. Instead of *if + was*, we can use *if + were*: *If I **was/were** rich, I'd build a house.* Note the form *If I was/were you, I'd* ...: *If I were you, I'd buy a car*. This is a useful way of expressing advice. 2. When the if-clause expresses an improbable action, we can replace a past simple form by were + infinitive: *If I were to win £50,000, I'd give up my job*. This is a fairly formal construction.
Type 3	The verb in the *if*-clause is in the past perfect tense (*had* + past participle) and the verb in the main clause is *would* + perfect infinitive. *If he had been in his office, I would have seen him.*	We use type 3 conditional sentences when we refer to the past and to an action or situation that did not happen:

D. Rangkuman

This section presented an overview of English for Entertainment that was presented by Biography Text, Recount Text, Narrative Text, Past Activities, Degrees of Comparison, Compare and Contrast, and Conditional Sentences. The main points of this section follow:

- Biography is the one genre that can open his eyes and hearts to people who have made a difference in the world. It can learn about lives and eras of both the past and present.
- Recount is a text that tells the reader about one story, action or activity.
- Narrative is the general term (for a story long or short; of past, present, or future; factual or imagined; told for any purpose; and with or without much detail). There are two kinds of narrative text: fable and legend.
- Past activities are described in the form of Simple Past Tense, Past Continuous Tense, and Past Perfect Tense.
- Degrees of Comparison, Compare and Contrast are described to show similarities and differences.
- Conditional Sentences are shown in three types, Type 1, Type 2, and Type 3.

The next section stresses the importance of English for Practical Use.

**Modul
Belajar Mandiri**

Pembelajaran 4. English for Practical Use

Sumber. Modul Pendalaman Materi Pendidikan Bahasa Inggris

Modul 5. English For Practical Use
Penulis. Saefurrohman, Ph.D

A. Kompetensi

Penjabaran model kompetensi yang selanjutnya dikembangkan pada kompetensi guru bidang studi yang lebih spesifik pada pembelajaran empat. Pada pembelajaran ini dibahas tentang *English for Practical Use*, ada beberapa kompetensi guru bidang studi yang akan dicapai. Kompetensi yang akan dicapai pada pembelajaran satu adalah guru P3K mampu:

1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam *English for Practical Use.*
2. Menguasai *English for Practical Use* lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis)

B. Indikator Pencapaian Kompetensi

Dalam rangka mencapai kompetensi guru bidang studi, maka dikembangkanlah indikator - indikator yang sesuai dengan tuntutan kompetensi guru bidang studi.

Indikator pencapaian komptensi yang akan dicapai dalam Pembelajaran 4. *English for Practical Use* adalah sebagai berikut.

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari *Procedure Text, News Item* lisan dan tulisan.
2. Menganalisis isi *Procedure Text (Manual, Recipe, Itinerary), News Item* dalam bentuk tulis*.*
3. Menyusun *Procedure Text (Manual, Recipe, Itinerary), News Item* dalam bentuk tulis.
4. Menganalisis unsur kebahasaan dari *Fact and Opinion, Passive Voive, Basic English Sentence.*

C. Uraian Materi

1. Procedure Text

1.1 Definition of Procedure Text

Procedure text is a piece of written or spoken text which has the social function to inform the readers or the listeners how to make or to do something. It can be in the form of a set of instructions, directions or a manual.

1.2 Social/Language Function of Procedure Text

The followings are some social functions for Procedure Text.

1. **Manual**: to provide a series of precise, sequenced steps or directions that explain to the readers how to do something while also allowing the readers to reach the outcome successfully.

How to Insert SIM Card into Cellphone

Cellphone is a modern communication device which connects one to the others by voice, written message, and data. However, this device cannot work until the SIM card is inserted. When inserting the SIM Card to cellphone, make sure that the cellphone has been switched off and follow the direction below:

· First of all, press the locking catch and slide the cover then lift it off the phone.

· After that, push two catches in the opposite directions and remove the battery.

· Next, slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone.

· Then, put the battery and align it until snaps into its place. Finally, insert the two catches of the back cover corresponding

---

Gambar 48. Example of Manual

2. Recipe: to describe how food is completely made or cooked through a sequence of series/actions or steps.

How to Make Chilli Beef Rendang
By Chef James Martin

Rendang is one of the most famous Indonesian dish, it's even crowned as one of the most delicious food in the world in CNN's World's 50 best food. Here's how to make it

Ingredients

· 2 large banana shallots, roughly chopped

· 5cm/2in piece fresh root ginger, peeled, roughly chopped

· 2 lemongrass stalks, tough outer leaves discarded, core roughly chopped

· 3 lime leaves, roughly chopped

· 6 garlic cloves, peeled, roughly chopped

· 4 long red chillies, roughly chopped

· 1kg/2lb 4oz stewing beef, cut into cubes

· 1-2 small dried chillies, to taste

· 1 tbsp rapeseed oil

· 5 cardamom pods, lightly crushed

· 3 star anise

· 2 cinnamon sticks

· 1 tbsp ground cumin

· 1 tbsp ground coriander

· 1 x 400ml tin coconut milk

· 200ml/7fl oz beef stock

· 1 tbsp fish sauce

· - 1 tbsp palm sugar

· - 2 tbsp tamarind paste

· - 2 limes, juice only

· salt and freshly ground black pepper

· boiled jasmine rice, to serve

Method
....

Gambar 49. Example of Recipe

Method

· First, blend the shallots, ginger, lemongrass, lime leaves, garlic, red chillies and 5 tablespoons water to a paste in a food processor.

· Second, scoop the mixture out into a large bowl and add the beef, mixing well until the meat is coated in the paste. · Next cover and set aside to marinate for at least 2 hours, and preferably overnight in the fridge.

· After that put the dried chillies into a bowl and cover with boiling water from the kettle. Set aside for 30 minutes to soften.

· Heat the oil in a casserole over a medium heat. Add the cardamom, star anise, cinnamon, ground cumin and ground coriander and stir the spices into the oil until fragrant. Add the marinated beef and stir well to coat it in the spices.

· Next add all of the remaining ingredients except the lime juice (and the rice) and bring the mixture to the boil. Reduce the heat until the mixture is simmering.

· Drain the dried chillies, reserving the soaking water, and chop them finely. Add the chillies and 50ml/2fl oz of the soaking water to the casserole and stir well. Cover with a lid and simmer for 2 hours, or until the beef is tender.

· Remove the lid and stir the curry, then simmer for a further 15-20 minutes, or until the sauce has thickened. Stir in the lime juice and season, to taste, with salt and freshly ground black pepper.

· The last serve the beef rendang with jasmine rice.

3. **Itinerary**: to make a well-prepared program or travel, to make an effective journey or travel, and to be a guideline in spending time during travelling.

   Video-Itinerary: Travel Dubai with TravelPort; https://youtu.be/vKaUsvDouMw.

1.3 Generic Structure of Procedure Text

The followings are the structure of Procedure Text.

a. Goal or purpose: provides information on the intent and purpose of the procedure and predict a conclusion.

b. Materials or tools:list the materials or the materials required to perform a procedure or steps.

c. Steps or methods: a list of the order of instruction/activity to achieve the objectives in the correct sequence of steps.

1.4 Language Features of Procedure Text

Some language features that you can follow to make a Procedure Text are as follow:

1. Using Simple Present Tense.
2. Using action verbs (e.g.: make, take, boil, cook).
3. Using command/imperative sentence (e.g.: Pour some water ...., Wash the tomatoes ...., Put the noodles on the ...., Cut the onion ....).
4. Using connectors/connective words/temporal conjunction (e.g.: first, then, finally, ...).
5. Using adverbial phrases (e.g.: for five minutes, 2 centimeters from the top).
6. Sometimes is started with adverb of manner (e.g.: carefully fill the bottle ....).

2. News Item

2.1 Definition of News Item

News Item is a text which informs readers about events of the day. The events are considered newsworthy or important.

2.2 Social/Language Function of News Item

The social function of News item is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

2.3 Generic Structure of News Item

The followings are the structure of News Item.
a. Newsworthy event: presents the daily newsworthy.
b. Background event/Elaboration: gives further explanation about the main event.
c. Sources/Resource of information: is the official statement from the expert or the authority which strengthens the news of the main event.

2.4 Language Features of News Item

Some language features that you can follow to make a Procedure Text are as follow:
1. Focusing on circumstances.
2. Using material processes.

3. Short, telegraphic information about story captured in headline.

4. Using action verbs.

5. Using saying verbs: (e.g."...", She said, informed, told, reported.

6. Using adverbs: time, place, and manner.

Text Structure	Sriwijaya Air Flight 182 Crash Victims Updated 0707 GMT (1507 HKT) January 12, 2021	Language Features
Newsworthy events	**Pontianak, Indonesia (CNN)-** Indonesia's National Search and Rescue Agency team was continuing a search operation for the 62 people aboard Sriwijaya Air Flight 182, which crashed into the ocean shortly after take off Saturday.	Action verb
Background Events	The Boeing 737-500 plane was heading from Jakarta to the city of Pontianak, on the Indonesian side of Borneo, when it lost contact at 2:40 p.m. local time (2:40 a.m. ET), 11 nautical miles north of Jakarta's Soekarno-Hatta International Airport. Sunday, family members gathered at a victim identification center in Jakarta and at a crisis center in Pontianak, where they waited for any news of their loved ones.	Material Process
Resource of Information/Source	There were 50 passengers -- 43 adults and 7 children -- on board, as well as 12 crew members, according to Indonesia's minister of transportation.	Saying word

(Source: https://edition.cnn.com/2021/01/10/asia/indonesia-sriwijaya-air-victims-intl/index.html)

TOWN CONTAMINATED

Newsworthy Event:

Moscow: A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town

Background Events/Elaboration:

Velena Vazrshavskya is the first journalist to speak to people who witnessed the explotion of a nuclear submarine at the nava bas of shkotovo – 22 near Vladivostock.

The accident, which occurred 13 months before the Chaernobyl disaster, spread radioactive fall – out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor class submarine during a refit had been a thermal and not a nuclear explosion. And those involved in the clean up operation to remove more than 600 tones of contaminated material were sworn to secrecy.

Sources:

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.

Please, read and analyze the following text

Spanish Thief Saw Himself as Robin Hood-Like Bandit

AMadrid (Reuters) - Spain's most wanted thief, "The Loner," saw himself as a Robin Hood-style figure and said he robbed banks only because they stole from the public, his lawyer said Thursday.

Occused of killing three policemen and holding up more than 30 banks, Jaime Jimenez Arbe was planning to move on to insurance companies when he was arrested last month, Spanish media reported, citing lawyer Jose Mariano Trillo-Figueroa.

"I am not a killer and if I was obliged to shoot at officers of the law, it was always against my will and in order to avoid being arrested," Jimenez said in a letter reproduced on the websites of newspapers El Pais and El Mundo.

Trillo-Figueroa said Jimenez, who robbed the banks disguised in a false beard and a wig, thinks of himself as Curro Jimenez, a Spanish 1970s television bandit in the style of Robin Hood.

The Loner was arrested in Portugal, armed with a submachine gun in preparation for another bank robbery-Reuters.

1. What is the text about? ---
   ----

2. Why did "The Loner" rob the bank? ---

   ----

3. "Trilo-Figueroa, said Jimenez, who robbed the banks <u>disguised</u> in a false beard and a wig .... (Par 3).
   The underlined word "disguised" means --
    ----

3 Fact and Opinion

Fact	Opinion
● Evidence to support its truth ● Undisputed ● Driven by rational thought ● Head	● Personal view ● Arguable ● Driven and reinforced by emotion ● Heart

Facts are what we need to focus on in order to make helpful changes. **Reacting** to our opinions is pointless and upsetting. Asking "is this Fact or Opinion?" helps us to pull back from our distress and defuse from the unhelpful thinking.

It is often meanings or opinions that we attach to facts that cause us the distress, rather than the fact itself.

Imagine reading a newspaper that is different to your usual one. You might look at the headlines and wonder whether they might be biased in some way. It may be the journalist or editor's opinion rather than just the facts. So we might ask ourselves whether this headline is "fact or opinion". We can do the same with our thoughts.

If we identify our thought is an opinion, then we can look at the facts - what we KNOW about the situation. Then we can make choices about what we can or cannot do.

Asking opinions:

- What do you think/reckon... ?
- What is your opinion about ...?
- What is your stance on ...?
- What are your thoughts on that?
- Do you agree with me?
- Do you know/see what I mean?
- Don't you think (that) ...?

Giving a neutral opinion:	Giving a strong opinion:
● I think/feel/consider/find/believe/suppose/presume/assume that .... ● In my view .... ● It seems to me .... ● In my opinion .... ● In my experience .... ● As far as I'm concerned .... ● As for me, I reckon .... ● From my point of view	● I'm absolutely convinced that .... ● I'm sure that .... ● I strongly believe that .... ● I have no doubt that .... ● There's no doubt in my mind that .... ● I can't be wrong that .... ● There will be no mistake that ....

4   Passive Voice

The Passive Voice is used in English when the person or thing that is receiving **the action is more important** than the person or thing that is performing the action.

The structure of a sentence in the passive is as follows:

Object + To Be + Past Participle

Look at the structure of the following sentences in the active and the passive voice to understand the difference in structure.

- I sent Christmas cards to all my friends. (Active)
- **Christmas cards were sent** to all my friends. (Passive)
- The earthquake destroyed the town last night. (Active)
- **The town was destroyed** last night. (Passive)

In these examples, you can see it is the action/result that is the most important factor in the passive sentences.

When to use the Passive Voice

- It is used when the person/thing performing the action is unimportant or unknown.
  e.g. His bicycle **was stolen** last Sunday.
- It is used when it is obvious who/what is performing the action.
  e.g. The film **was shown** last week.
- It is used to describe factual information, especially when describing a process.
  e.g. The water **is boiled** in a kettle for 10 minutes at 100 degrees Celsius.
- It is used in news reports and to give instructions.
  e.g. Our planet **is wrapped** in a mass of gases.

While it is possible to use this structure in a large variety of tenses in English, it is rare to use the passive in Future Continuous, Present Perfect Continuous, Past Perfect Continuous or Future Perfect Continuous tenses.

5   Basic Englsih Sentence Types

There are four types of sentence in English: **simple, compound, complex**, and **compound-complex**. The following table outlines the four sentence types and how speakers or writers can modify basic, simple sentences to create more complex sentence structures.

Simple	Compound	Complex	Compound-Complex
At least one *independent clause* Example: "The worm is eating the apple."	Two independent clauses joined by a *coordinating conjunction* Example: "We went to the movies, and we got some popcorn."	At least one independent clause and at least one *dependent clause* joined by a *subordinating conjunction* Example: "We will call you tonight when we get home."	Two independent clauses and at least one independent clause Example: "Billy came home since it was raining and the baseball game was cancelled."
An independent clause is a sentence containing a subject and a verb. An independent clause is able to stand alone as a complete thought.	A coordinating conjunction is a connective device such as *and, but*, or *so* used to join two independent clauses. Each clause is complete thought and can stand alone: ● "We went to the movies." ● "We got some popcorn." Coordinating conjunctions include *and, but, because, for, or, so*, and *yet*.	A dependent clause is a group of words that contains a subject and a verb but cannot stand alone as a complete thought: ●"when we got home" This is not a complete thought and cannot stand alone. Subordinating conjunctions include *when, although, as, as if, before, than, unless, whether, because, in order, though, while, since, whenever,* and *where*.	Two independent clauses are ● "Billy came home " and ● "The baseball game was cam\ncelled" The dependent clause "since it was raining" is not a complete thought and cannot stand alone.

D. Rangkuman

This section presented an overview of English for Practical Use that was presented by Procedure Text, News Item, Fact and Opinion, Passive Voice, and Basic English Sentence Types. The main points of this section follow:

- Procedure text is a piece of written or spoken text which has the social function to inform the readers or the listeners how to make or to do something. It can be in the form of a set of instructions, directions or a manual.
- News Item is a text which informs readers about events of the day. The events are considered newsworthy or important.
- Fact and opinion are shown by asking and giving opinions.
- Passive Voice is used when the person or thing that is receiving the action is more important that the person or thing that is performing the action.
- Basic English Sentence Types are shown by four types sentence in English in the form of simple, compound, complex, and compound-complex.

The next section stresses the importance of English for Academic Context.

Pembelajaran 5. *English for Academic Context*

Sumber. Modul Pendalaman Materi Pendidikan Bahasa Inggris

Modul 6. English For Public Information

Penulis. Dr. Suwartono, M. Hum

A. Kompetensi

Penjabaran model kompetensi yang selanjutnya dikembangkan pada kompetensi guru bidang studi yang lebih spesifik pada pembelajaran lima. Pada pembelajaran ini dibahas tentang *English for Academic Context*, ada beberapa kompetensi guru bidang studi yang akan dicapai. Kompetensi yang akan dicapai pada pembelajaran satu adalah guru P3K mampu:

1. Memiliki pengetahuan tentang berbagai aspek kebahasaan dalam *English for Academic Context*.

2. Menguasai *English for Academic Context* lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya (linguistik, wacana, sosiolinguistik dan strategis).

B. Indikator Pencapaian Kompetensi

Dalam rangka mencapai kompetensi guru bidang studi, maka dikembangkanlah indikator - indikator yang sesuai dengan tuntutan kompetensi guru bidang studi.

Indikator pencapaian komptensi yang akan dicapai dalam Pembelajaran 5. *English for Academic Context* adalah sebagai berikut.

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari *Analytical Exposition Text, Hortatory Exposition Text, Explanation Text, Discussion Text, Review Text* lisan dan tulisan.

2. Menganalisis isi *Analytical Exposition Text, Hortatory Exposition Text, Explanation Text, Discussion Text, Review Text* dalam bentuk tulis.

3. Menyusun *Analytical Exposition Text, Hortatory Exposition Text, Explanation Text, Discussion Text, Review Text* dalam bentuk tulis.

4. Menganalisis unsur kebahasaan dari *Cause and Effect, Figurative Language*.

C. Uraian Materi

1. Analytical Exposition Text

1.1 Definition of Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

1.2 Social/Language Function of Analytical Exposition Text

The social function of Analytical Exposition text is to persuade the reader or the listener that something is the case, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

1.3 Generic Structure of Analytical Exposition Text

The followings are the structure of Analytical Exposition text.

a. Thesis

   1. Position: introduces topic and indicates writer's position/point of view.

   2. Preview: outlines the main arguments to be presented.

b. Arguments:

   1. Point: restates main arguments outlined in preview.

   2. Elaboration: develops and supports each point/argument.

c. Reiteration: restates writer's position to strengthen the thesis, rewrites the main idea of a text as the closing of the text without invitation or recommendation.

1.4 Language Features of Analytical Exposition Text

Some language features that you can follow to make an Analytical Expostion Text are as follow:

   1. Using Simple Present Tense.

   2. Using relational processes. (e.g.: be, become, seem, sound, weigh, make, ensure)

   3. Using internal conjunction to state argument. (e.g.: but, or, and, so, moreover, while)

   4. Reasoning through causal conjunction or nominalization. (e.g.: because, because of, since, for, therefore)

Look at the models of Analytical Exposition Text below.
 Model 1. Cars should be banned in the City

Gambar 50. Example of Analytical Exposition

(Source: **https://www.bing.com/images-**example_of_analytical_exposition_text_-_Bing_
images**)**

Gambar 51. Example of Analytical Exposition

2. Hortatory Exposition Text

2.1 Definition of Hortatory Exposition Text

Hortatory Exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. Hortatory Exposition Text is a kind of English text that belongs to the argumentative text .

2.2 Social/Language Function of Hortatory Exposition Text

The social function of Hortatory Exposition text is to persuade the reader or listener that something should or should not be the case. In Hortatory Exposition Text, the authors give some opinions about certain things to reinforce the main idea of the text.

2.3 Generic Structure of Hortatory Exposition Text

The followings are the structure of Hortatory Exposition text.
a. Thesis: the announcement of issue concern.
b. Arguments: reasons for concern, leading to recommendation.
c. Recommendation: statement of what ought or ought to happen, the author tries to invite and persuade the reader to do something..

2.4 Language Features of Hortatory Exposition Text

Some language features that you can follow to make a Hortatory Expostion Text are as follow:
1. Focusing on the writer.
2. Using action verbs.
3. Using thinking verbs.
4. Using modal adverb. (e.g.: certainly, surely)
5. Using temporal connectives. (e.g.: firstly, secondly)
6. Using evaluative words. (e.g.: important, valuable, trustworthy)
7. Using passive voice.
8. Using Simple Present Tense.

Look at the model of Hortatory Exposition Text below.

Opening statement: Identification of the issue	The local community is divided over the proposal to build a fast-food outlet belonging to one of the world's largest food chains, in the area. Many people believe support of the proposal will provide benefits to the area. Should people support the proposal?	Action verbs: Proposal, build

Mental verbs: believe, consider

Firstly, the outlet will bring opportunities for past time employment for many of the young people in the area. Currently, employment opportunities in the local area are limited.

Argument for the proposal, including supporting facts.

Words and groups of words to signal consideration of arguments

Secondly, is that the establishment of the outlet will provide a much-needed service for the community. With only fish and chips and pizza shop there are limited choices of fast food in the local area.

Thirdly, the fast food outlet will alter the quite atmosphere of the area because it will encourage people to travel from

further afield to buy the widly advertised and popular fast food.

Groups of words to signal the summing up of the arguments

After considering the arguments, it is my opinion that the proposal to build a fast food store should be supported. A fast-food store would be an asset to the local area, as it will provide employment for the local resident as well as encouraging people outside the area to visit and perhaps generate more spending in the other stores.

Conclusion and recommendation, including consideration of arguments and writer's stance on the issue

Sumber: UC High School Kahleen Writing Handbook 2011,
www.kaleenhs.act.edu.au/our_curriculum/english

Gambar 52. Example of Hortatory Exposition

3. Explanation Text

3.1 Definition of Explanation Text

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.

3.2 Social/Language Function of Explanation Text

The social function of Explanation text is to explain the audience *how* and *why* something works or happens.

3.3 Generic Structure of Explanation Text

The followings are the structure of Hortatory Exposition text.
a. General statement: states the phenomenon issues which are to be explained.
b. Sequenced explanation: states a series of steps which explain the phenomena.
c. Concluding statement

3.4 Language Features of Explanation Text

Some language features that you can follow to make a Hortatory Expostion Text are as follow:
1. Using passive voice.
2. Using Simple Present Tense.
3. Using technical terms.
4. Using the words that show cause and effect.
5. Using abstarct nouns.
6. Using action verbs.
7. Using noun phrases.

Look at the model below that explains how snowfall occurs.

Text Structure		Language Features

HOW DOES SNOWFALL OCCUR?

A GENERAL STATEMENT ABOUT SNOWFALL

TIMELESS PRESENT TENSE

EXPLANATION OF HOW SNOWFALL OCCURS

TECHNICAL TERMS

WORDS THAT SIGNAL REASONS

CONCLUSION
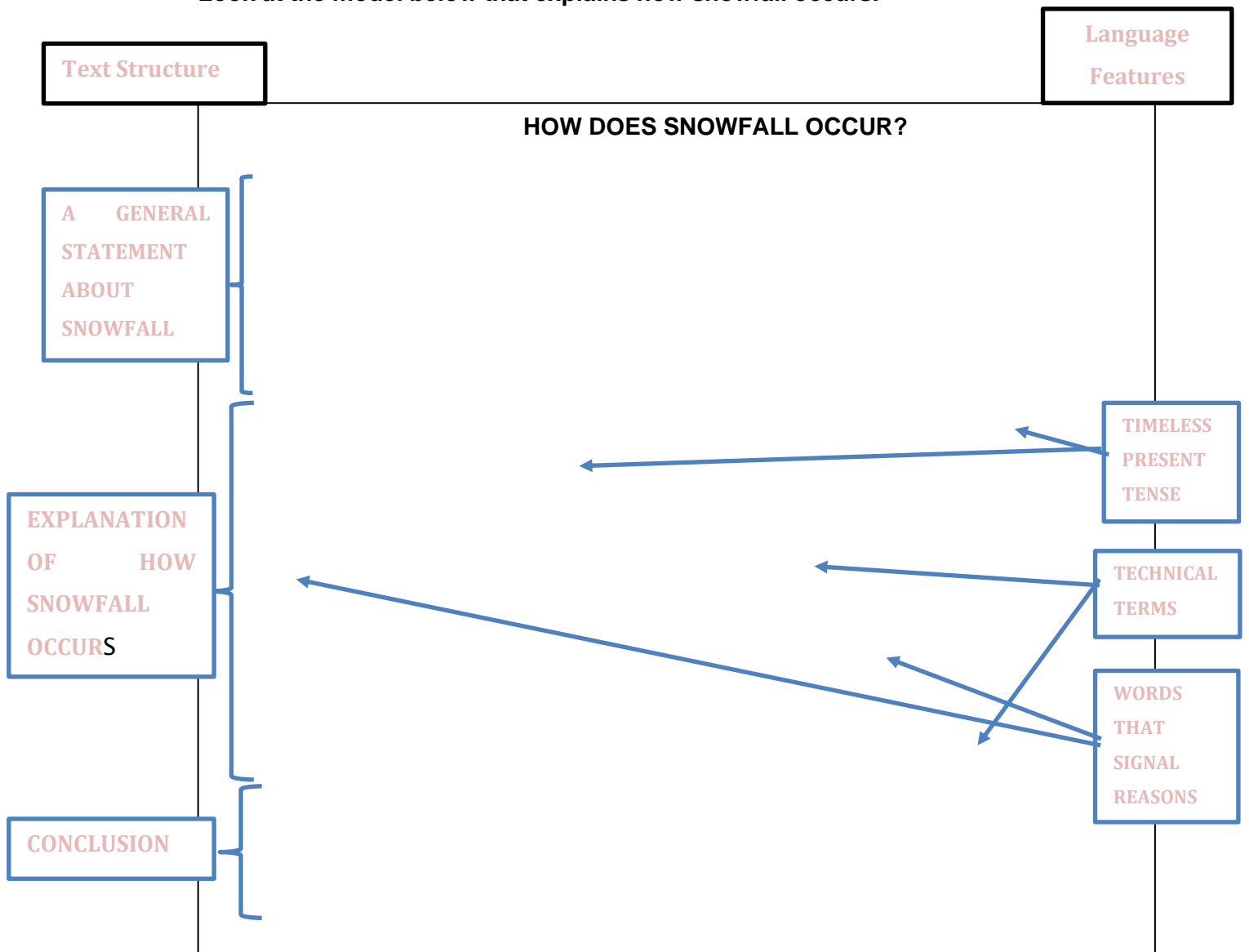
Gambar 53. Example of Explanation Text

An explanation is more than just the order in which something happens. It must include reasons.

4. Discussion Text

4.1 Definition of Discussion Text

Discussion Text is a text aimed at presenting argument and information from at least two different viewpoints. The topic discussed is usually problematic, causes pro and contra, and needs some consensus or solution. Therefore, we must have a broad view of a problem and an open mind when we want to compose a discussion text. Discussion, itself, is a process of finding a common ground between two different thoughts.

4.2 Social/Language Function of Discussion Text

The social function of Discussion text is to present at least two different points of view about an issue.

4.3 Generic Structure of Discussion Text

The followings are the structure of Discussion text.

a. Statement of issue

In this part of the text, a preview of the issue is presented first by giving definition, limitation, examples, data, etc. Later in the second part of the paragraph, the writer may claim that there are a debate over the issue and this is what-so called thesis statement. Sometimes, the writer uses words like debate, controversy, dispute, controversial, etc.

b. Arguments

As it has been mentioned before, discussion text includes differing opinions about an issue. The writer may choose to present arguments from the experts or arguments which have been known to the general public.

➢   Arguments for/pro

The writer offers opinions or arguments which support the issue. There are two components in this part, i.e. **main argument and elaboration or supporting details**. To understand this part better, student may use these following clues available in 'argument for': support, agree, like, proponent, supporter, fond of, advantage, approve, benefit, strength, positive, agreement, pro, plus, favor, good point, etc.

➢ Arguments against/contra

The next step is presenting the contradictory opinions. Similar to arguments for, it **starts with the main argument and followed by supporting details.** Clues for this part are

as follows: oppose, disagree, dislike, opponent, disappointed, disadvantage, disapprove, object to, condemn, weakness, negative, disagreement, contra, minus, bad point, contrast, etc.

c. Conclusion or Recommendation

In this section, the writer has found the common ground between the conflicting viewpoints. It is either a conclusion which shows that the writer is being neutral (doesn't take sides) or a recommendation where the writer takes one of the sides (pro or contra).

4.4 Language Features of Discussion Text

Some language features that you can follow to make a Hortatory Expostion Text are as follow:

1. Using Simple Present Tense.
2. Focusing on generic participants (people, scientists, smokers, etc.).
3. Using material processes (action verbs, i.e. produce, develop, feed, create, etc.)
4. Using relational process (linking verbs, i.e. to be is-am-are, have, belong to, etc.)
5. Using mental process (feeling verbs, i.e. feel, hope, believe, etc; thinking verbs, i.e. think, consider, suppose, know, etc.).
6. Using additional connectives (similarly, in addition, besides, furthermore, etc.).
7. Using contrastive conjunctions (on the other hand, however, nevertheless, etc.).
8. Using consequential conjunctions (so, therefore, consequently, etc.).
9. Using modalities (must, should, could, may, etc.).
10. Using adverbial of manner (deliberately, hopefully, etc.).

Look at the model of Discussion text and the description of the structure and the language features below.

Text Structure	Pros and Cons of Owning Dogs	Language Features
Issue: Preview Thesis statement	Dogs are one of the pets that can be found easily in neighborhood. For some reasons, some people would like to pet a dog, while others don't.	General participant Linking Verbs
Argument for: Main argument Elaboration	Dogs are people pleasers. Ask a dog to sit, stay, come to you, roll over, and your dog will do these to make you happy. It is deep in their genes that they need to please humans. Whether your dog pulls a sleigh or gather sheep, the dog will do these promptly.	Modal verbs Simple Present Tense
Argument for: Main argument Elaboration	Dogs are also fun. Dogs can learn many fames. This can make its owner's family entertained. Dogs can fetch and play hide and seek. They can go swimming in lakes or run in the sand on the beach. There are many fun activities owners can share with their dogs.	Modal verbs
Argument for: Main argument Elaboration	In addition, dogs are loyal. Dogs are very devoted to their owners. Some even died from the sorrow following their owner's death. Dogs will follow their owners everywhere and will do what they can do to please them Not many humans offers the unconditional love dogs give.	Additional connective
Argument against: Main argument Elaboration	On the other hand, dogs depend on humans. Some dogs suffer from great separation anxiety when left alone. Others may bear with their owner's absence, but cannot be left alone too long because they need to be fed, sent out to potty. Dogs require to be boarded or brought along when the owners have to leave for several hours or in the weekend.	Contrastive conjunction
Argument against: Main argument Elaboration	In spite of their playfulness and loyalty, dogs need to be walked. That nippy morning walk may feel like a chore to some dog owners. The truth is, your dog need to be walked 365	Feeling verbs

	days a year because they ned to have regular bowel movements. Hiring a dog walker may be costly and procrastinating. This means ruining your well housebroken dog. It is a fact like it or not your dog must be walked rain or shine and even snow.	
Argument against: Main argument Elaboration	Indeed dogs are bulky. Large dogs may not be permitted in apartment complexes and some breeds are even banned lately from communities. If you are planning to move, you must do your research well as some places will not allow dogs over a certain weight. An 80-pound dog may also feel like a cow in a China store once it grows up to its potential and it may tug at leash in such manner to prevent its owner falls.	Action verbs
Conclusion	There are the pros and cons of owning dogs. There may be a lot of homework required before making a choice.	

Please, read the following text and answer the following questions.

Birth Control

Most people agree that some form of family limitation or spacing is desirable for the good of the family and society. But individuals and groups–especially religious groups–differ sharply on the methods of birth control that they consider moral and acceptable.

Couples that practice birth control do so for various reasons. They may want to limit or space their children or to have no children at all. Young couples often postpone having children so that both partners can work full-time. Other couples space their children so they can give each child as much attention as possible. Some women are advised by their doctors to avoid pregnancy for health reasons. In many countries with rapidly growing populations, the government encourages couples to limit the size of their families.

Even though birth control has gained in acceptance, opposition to the practice is continuous. Some people fear that birth control encourages sexual relations outside marriage or that government might impose birth control. Some religious groups oppose birth control on moral grounds.

Some religious groups teach that artificial methods of birth control are immoral because they separate the two purposes of intercourse in marriage–conjugal love and the procreation of children. Although they oppose all artificial birth control, they consider natural family planning acceptable.

No	Questions	Answers
1.	What does the text discuss?	
2.	Some women should prevent pregnancy because ... reason.	
3.	Why does the religious group object to the birth control?	
4.	Other couples space their children so they can give each child as much attention as possible. (par.2) The bold word refers to	
5.	Here are the definitiones or synonyms of the words from the text. What are those words?	
	Worth having or wanting, advisable	
	Delay, suspend	
	Stimulate, boost, promote	
	To put or segt or as if by authority	
	Tolerable	

Please, arrange these paragraphs into a good discussion text.

TEXT	ARRANGEMENT	TEXT STRUCTURE
Some peope agree with the operation of nuclear reactors. The energy produced from them can be used for multi-purposes such as in medical, industrial, and agricultural fields. They also claim that nuclear energy is the only feasible choice to answer the ever-increasing energy needs. According to them, the nuclear energy can be sustainably produced in safe way.		
Moreover, some government officials also point out that this kind of energy is the safest one in response to the environment compared to the non-renewable ones mentioned above. The waste materials are processed so that none will be released into the environment. In addition, they believe that nuclear energy will never cause pollution unlike others.		
Some people agree with the utilization of it because of its benefits. Some others, however, disagree because of its risks to the environmental safety. If I have a say in this matter, I want nuclear energy to be avoided.		
Nuclear energy is commonly offered as an alternative to overcome the crisis of		

energy. The debate whether the use of nuclear energy is an appropriate choice has not come to an end. Some people agree with the utilization of it because of its benefits. Some others, however, disagree because of its risks to the environmental safety.		
On the other hand, people who disagree with the use of nuclear energy, keep criticizing that to choose it, as the best alternative to overcome the growing energy needs is silly. The silliness can be seen from the questions why they are interested in nuclear power when there is still an abundance of natural energy resources, like oil, coal, hydroelectric, thermal, etc.		

5. Review Text

5.1 Definition of Review Text

Review text is an evaluation of publication, such as a movie, video game, musical composition, book, a piece of hardware like a car, home appliance, or computer, or an event or performance, such as a live music concert, a play, musical theatre show or dance show.

5.2 Social/Language Function of Review Text

The social function of Review text is used to review/criticise the events or art works for the reader or listener, such as movies, shows, book, and others and to critique or evaluate an art work or event for a public audience.

5.3 Generic Structure of Review Text

The followings are the structure of Review text.

a. Orientation/Introduction; General/background information of the text.

b. Interpretative Recount: Summary of an art work including character and plot.

c. Evaluation: Concluding statement: Judgement, opinion, or recommendation. It can consist of more than one.

d. Summary/Evaluative Summation: The last opinion consists of the appraisal or the punch line of the art works being criticized.

5.4 Language Features of Review Text

Some language features that you can follow to make a Hortatory Expostion Text are as follow:

1. Using present tense.
2. Focusing on specific participants.
3. Using adjectives (e.g.: good, valuable, etc.)
4. Using long and complex clauses.
5. Using metaphor.
6. Using technical words.

Text Structure	***Beware the Night*** **By Jessika Fleck**	**Language Features**
Orientation/Introduction	Jessika Fleck, the author of THE CASTAWAYS, returns with BEWARE THE NIGHT. The first of its series, BEWARE THE NIGHT immediately captures your attention, filling your mind with wonder. It is a dance brought to life with action and destiny, unfolding with each step.	Present Tense
Interpretative Recount	Secluded on an island, surrounded by the Great Sea, the people of Bellona worship the Sun. Their god and savior, the Sun protects Bellona from the evil Night, who kidnaps people from their homes and destroy the villages of Bellona after sunset. However, in order to look after the people of Bellona, the Sun requires in return is a sacrificial Offering.	Complex Clause
Evaluation	Personally, I love the mythical background written into the story. The stories of the Sun and Moon built an epic rendition that really drove the story. Each person is driven by the beliefs that they were brought up on, beliefs centered on the Sun and the Night --- each character's beliefs are used as a tool to define them. When different aspects and details of the myths fell through, evidently based on lies or filled with misinformation, the myths reflect show who the characters are at their cores.	
Summary/Evaluative Summation	You'll be captivated with this ethereal story. This book is great for a rainy day, snuggling up in a warm space and reading on and on. I loved BEWARE THE NIGHT, and I recommend it to	Metaphor

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| | people looking for an action story, or a story coupled with a romantic subplot. This book will take your breath away. | |
| | Reviewed by Claire O (Source: https://www.teenreads.com/reviews/beware-the-night). | |

Please, read the two following texts and analyze the texts by completing the table.

Text 1

The preponderance of viral dog videos proves that the animals are sufficiently attractive, intelligent and resourceful that they don't need stories about their reincarnation to entertain and warm hearts. Nevertheless, we now have "A Dog's Journey," the sequel to "A Dog's Purpose" (2017), all about a multiple-incarnation pooch on a mission to protect a human.

We begin with the always-welcome Dennis Quaid, as a farmer with a strong bond to the shaggy St. Bernard/Australian shepherd mix Bailey. As Bailey is put to sleep, Quaid's character begs the dog to look after his granddaughter CJ.

Among the many challenges in CJ's then-toddler life is Gloria, a single mom possessed of more hostility than the entirety of Elvis Costello's 1970s output. Gloria becomes a drunk and the older CJ adopts Molly, a delightful beagle/Cavalier King Charles spaniel mix who is, yes, possessed by the spirit of Bailey. (Josh Gad provides the cloying dog voice-over regardless of the gender of any individual beast.)

Adult CJ moves to New York and becomes Maggie Rogers with stage fright, or something like that. There, the new incarnation Max, a Yorkshire terrier, "improves" CJ's life by making her homeless.

Directed by Gail Mancuso, the movie is packed with cardboard characters who only exist to check off bad-things-happen plot points. Stick around long enough and irritation may turn into incredulity as "Journey," with the enthusiasm of a pep squad turning cartwheels, flips an increasing number of morbidity-skirting twists. Could you have predicted, when Molly learned how to be a cancer sniffer, that Max would retain that talent and use it to diagnose a central character?

I suppose it's a genuine achievement that a movie packed with as much delightful canine (and agreeable human) talent as this one should be so insufferable. (Source: http://worldvoz.com/tv-movies/a-dogs-journey-reviewgood-boys-and-girls-on-a-mission/)

Text 2

Author Bren Smith declares, "I have the heart of a fisherman and the soul of a farmer," and in his memoir, Eat Like a Fish: My Adventures as a Fisherman Turned Restorative Ocean Farmer, he proves this to be true over and over again. Starting off on the Canadian island of Newfoundland, he passed through Massachusetts (and through its jails), climbed onto lobster boats, plied his way north again to Alaskan fisheries and finally landed on the Thimble Islands off the New England coast. The salty adolescent who loved the company of fishermen and could swig and swear with the best of them evolved into an expert ocean farmer, pioneering the "climate cuisine" industry and promising an innovative way of feeding our beleaguered planet. Take a new look at what's for dinner: seaweed.

As Smith scales up from his 20-acre vertical ocean farm, he births an industry that must struggle to avoid the "sharks"—and mistakes—of globalized big business, and he hooks celebrity chefs like Mark Bittman and Rene Redzepi. Kelp noodles soon take center stage on the plates of upscale New York and Las Vegas restaurants, and Google starts serving them in innovative offerings in their employee cafeterias. For those who wonder about ingredients, Smith includes recipes like Shrimp Fra Diavolo with Kelp and Barbecue Kelp and Carrots, along with where to find the goods.

Smith is an articulate, very human ambassador for sustainable, ethical and environmentally beneficial mariculture, weaving his plea for changing the way we eat with solid proof of why it's so necessary. He includes a global history here as well, spanning coastal cultures from China and Japan to Scotland and Atlantic Canada, all rich with best practices and viable traditions.

Calling for "all hands on deck" to achieve survival as climate change continues to alter our natural resources, Smith urges that we learn to eat what the ocean can grow instead of growing only what we are used to eating. He offers ways to help like cooking and fertilizing with seaweed and shellfish and supporting local "sea trusts." And GreenWave, the company he helped found, provides an open-source farming manual for building your own kelp hatchery. If this new age of "climate cuisine" needs an introduction, Eat Like a Fish is surely it. (Source: https://www.facebook.com/thenewvision/photos/book-review-eat-like-a-fishbren-)smithsmith-is-an-articulate-very-human-ambassado/10157442337429078/

	Questions	Text 1	Text 2
1	What does the first paragraph tell you?		

2	What is the message presented in the second paragraph?		
3	What information is conveyed in the third paragraph?		
4	How about the 4th paragraph? What does it tell you?		
5	What information is conveyed in the 5th paragraph?		
6	Who do you think is the author of the text? Who is the audience? Who is probably interested in this type of text?		
7	In general, which tense is used in this review text? Why is this tense used?		

6. Cause and Effect

	The cause is the what happened (an event or an action that make something happen (reason)) and the effect is the result (what happens as a result of an action).	
	CAUSE	EFFECT
	Because since unless for this reason due to owing to thanks to as a consequence of	so this led to thus consequently therefore as a result of leads to then

Asking (effect)	Giving (cause)
Why did it happen? What caused it to happen? What happened?	Because of ... Due to ... ...

7. *Figurative Language*

Figurative language refers to a specific type of language that is using a word or phrase beyond its literal interpretation to impart more complex meaning or to strengthen its descriptive effect.		
Similes	A simile is a figure of speech that compares two things of different kinds explicitly by inserting the word *like* or *as*.	● He **eats like a bird.** ● She was **as busy as a bee**. ● The three-piece suit **fit him like a glove**. ● The zombie's hands were **cold as ice.**
Metaphors	A metaphor is the same as a simile, but without the connecting word *like* or *as*. In a metaphor, one element directly replaces the other one.	● Life is **a bowl of cherries**. ● She was a **busy bee**. ● His eyes were a **deep ocean**. ● The zombie's hands were **ice.** Hope is **a thing with feathers. (**Emily Dickinson**:** She describes the abstract concept of hope to the reader by comparing it to something very tangible and visceral: a bird with feathers that perches on branches. As readers, we can better understand the complex once it's compared to something known.)
Proverbs	A proverb is a short saying or adage used within a specific linguistic culture to express a	● A little knowledge is a dangerous thing. Birds of a feather flock together.

	common truth or familiar experience.	
Cliché	A cliché is a phrase, expression, or idea that has become so overused that it has lost its original meaning or effect. Clichés can sometimes be seen as irritating and annoying because of their predictability.	● All's fair in love and war. ● Every cloud has a silver lining. ● The zombie fell head over heels in love.
Hyperbole	Remember a few paragraphs ago when I was stuck in the desert and it was "a million degrees outside?" That's hyperbolic. Hyperboles are intentional and obvious exaggerations in order to emphasize or evoke strong feelings.	● Her smile was a **mile wide**. ● The student's backpack **weighed a ton**. ● Tommy the zombie was nervous: His dad **was going to kill him** when he got home.
Idiom	An idiom is a group of words/phrase used to express complex meaning in a concise way.	● Her financial problems are only **the tip of the iceberg**. ● The project was **a piece of cake**. ● He shrugged. "**Better late than never.**" ● The expensive meal cost the zombie **an arm and a leg**.
Onomatopoeia	Onomatopoeia is my favorite type of figurative language, and not only because it's so fun to say. Onomatopoeia has a simple definition: It's the formation of a word by imitating the sound the thing it refers to makes or evokes. You can find them in most nursery rhymes.	● The cow goes *Moo*. ● *Ding dong*. Someone was at the door. ● *Rwwarrrr* said the zombie. *"Beep, beep!"* (The Road Runner, *Looney Tunes cartoons*: The "*beep beep*" is reminiscent of a car horn and signals to the coyote that danger is around the corner.)
Personification	Personification is when human characteristics or qualities are attributed to inanimate objects, animals, or abstract concepts.	● The wind **howled** in the night. ● The camera **loves** her. ● The chair **groaned** when the zombie sat down.
Oxymoron	An oxymoron associates two seemingly self-contradicting terms to illustrate a point or	● The **silence** was **deafening**. ● I was **busy doing nothing**.

	reveal a paradox. Taken independently, *bitter* and *sweet* mean opposite things; however, their association (*bittersweet*) create a distinct, highly evocative meaning.	● That zombie was part of the **walking dead**. Parting is **such sweet sorrow**.(William Shakespeare, *Romeo and Juliet*: The words *sweet* and *sorrow* evoke opposite ideas of happiness and pain. However, when Shakespeare combines them, it shows how the lovers are sad at having to leave one another, but also excited and joyful at the prospect of anticipating their next reunion.)
Euphemism	A euphemism is when a polite or mild word or expression is used in place of something more unpleasant, distributing, or taboo. In this regard, it functions as the opposite of hyperbole. The most common example of a euphemism is saying someone 'passed away' rather than 'died'.	● The English major was **between jobs**. ● He asked if she wanted to "**Netflix and chill**". ● The zombie's girlfriend was **about to bite the big one**.
Allusion	An allusion is a device that makes the reader think of another person, place, event, or thing. Allusions can be both explicit or implied in the narrative.	● She picked up the trash like **a Good Samaritan**. ● He was **a regular Einstein**. ● The zombie couldn't stop eating human brains; they were his **Achilles' heel**.

D. Rangkuman

This section presented an overview of Englsih for Academic Context that was presented by Analytical Exposition Text, Hortatory Exposition Text, Explanation Text, Discussion Text, Review Text, Cause and Effect, and Figurative Language. The main points of this section follow:

● Analytical Exposition Text is a text that elaborates the writer's idea about the phenomenon surrounding.

● Hortatory Exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. Hortatory Exposition Text is a

kind of English text that belongs to the argumentative text.

- Explanation Text a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.
- Discussion text is a text aimed at presenting argument and information from at least two different viewpoints. The topic discussed is usually problematic, causes pro and contra, and needs some consensus or solution.
- Review text is an evaluation of publication, such as a movie, video game, musical composition, book, a piece of hardware like a car, home appliance, or computer, or an event or performance, such as a live music concert, a play, musical theatre show or dance show.
- Cause and Effect are shown to describe the reason and the result.
- Figurative Language refers to a specific type of language that is using a word or phrase beyond its literal interpretation to impart more complex meaning or to strengthen its descriptive effect.

Penutup

Modul belajar mandiri yang telah dikembangkan diharapkan dapat menjadi referensi bagi Anda dalam mengembangkan dan me-*refresh* pengetahuan dan keterampilan. Selanjutnya, Anda dapat menggunakan modul belajar mandiri sebagai salah satu bahan belajar mandiri untuk menghadapi seleksi Guru P3K.

Anda perlu memahami substansi materi dalam modul dengan baik. Oleh karena itu, modul perlu dipelajari dan dikaji lebih lanjut bersama rekan sejawat baik dalam komunitas pembelajaran secara daring maupun komunitas praktisi (Gugus, KKG, MGMP) masing-masing. Kajian semua substansi materi yang disajikan perlu dilakukan, sehingga Anda mendapatkan gambaran teknis mengenai rincian materi substansi. Selain itu, Anda juga diharapkan dapat mengantisipasi kesulitan-kesulitan dalam materi substansi yang mungkin akan dihadapi saat proses seleksi Guru P3K.

Pembelajaran-pembelajaran yang disajikan dalam setiap modul merupakan gambaran substansi materi yang digunakan mencapai masing-masing kompetensi Guru sesuai dengan indikator yang dikembangkan oleh tim penulis/kurator. Selanjutnya Anda perlu mencari bahan belajar lainnya untuk memperkaya pengetahuan dan keterampilan sesuai dengan bidang studinya masing-masing, sehingga memberikan tingkat pengetahuan dan keterampilan yang komprehensif. Selain itu, Anda masih perlu mengembangkan pengetahuan dan keterampilan Anda dengan cara mencoba menjawab latihan-latihan soal tes yang disajikan dalam setiap pembelajaran pada portal komunitas pembelajaran.

Dalam melaksanakan kegiatan belajar mandiri Anda dapat menyesuaikan waktu dan tempat sesuai dengan lingkungan masing-masing (sesuai kondisi demografi). Harapan dari penulis/kurator, Anda dapat mempelajari substansi materi bidang studi pada setiap pembelajaran yang disajikan dalam modul untuk mengembangkan pengetahuan dan keterampilan sehingga siap melaksanakan seleksi Guru P3K.

Selama mengimplementasikan modul ini perlu terus dilakukan refleksi, evaluasi, keberhasilan serta permasalahan. Permasalahan-permasalahan yang ditemukan dapat langsung didiskusikan dengan rekan sejawat dalam komunitas pembelajarannya masing-masing agar segera menemukan solusinya.

Capaian yang diharapkan dari penggunaan modul ini adalah terselenggaranya pembelajaran bidang studi yang optimal sehingga berdampak langsung terhadap hasil capaian seleksi Guru P3K.

Kami menyadari bahwa modul yang dikembangkan masih jauh dari kesempurnaan. Saran, masukan, dan usulan penyempurnaan dapat disampaikan kepada tim penulis/kurator melalui surat elektronik (*e-mail*) sangat kami harapkan dalam upaya perbaikan dan pengembangan modul-modul lainnya.

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