



# **GURU PEMBELAJAR**

## **MODUL PELATIHAN GURU**

**Mata Pelajaran Bahasa Inggris**

**Sekolah Menengah Atas/Kejuruan (SMA/K)**

**Kelompok Kompetensi H**

**Profesional: *Learning News Item***

**Pedagogik: Penilaian Pembelajaran**

**DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN**

**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**

**Tahun 2016**

Penulis:

1. Elly Sofiar, 081310896642, ellysofiar@yahoo.co.id
2. Fathur Rohim, 081380131404, masfathur@gmail.com
3. Drs. Sugeng Harjanto, M.Pd, 0821431343323
4. Dra. Sumaydia, M.Hum, 081310724273

Penelaah :

1. Prof. Dr. Emi Emilia, emilia@indo.net.id

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Bahasa, Direktorat Jenderal Guru dan Tenaga Kependidikan

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## KATA SAMBUTAN

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

Pengembangan profesionalitas guru melalui program Guru Pembelajar merupakan upaya peningkatan kompetensi untuk semua guru. Sejalan dengan hal tersebut, pemetaan kompetensi guru telah dilakukan melalui uji kompetensi guru (UKG) untuk kompetensi pedagogik profesional pada akhir tahun 2015. Hasil UKG menunjukkan peta kekuatan dan kelemahan kompetensi guru dalam penguasaan pengetahuan. Peta kompetensi guru tersebut dikelompokkan menjadi 10 (sepuluh) kelompok kompetensi. Tindak lanjut pelaksanaan UKG diwujudkan dalam bentuk pelatihan guru paska UKG melalui program Guru Pembelajar. Tujuannya untuk meningkatkan kompetensi guru sebagai agen perubahan dan sumber belajar utama bagi peserta didik. Program Guru Pembelajar dilaksanakan melalui pola tatap muka, daring (online), dan kombinasi (blended) tatap muka dengan online.

Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (PPPPTK), Lembaga Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Kelautan Perikanan Teknologi Informasi dan Komunikasi (LP3TK KPTK) dan Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah (LP2KS) merupakan Unit Pelaksana Teknis di lingkungan Direktorat Jenderal Guru dan Tenaga Kependidikan yang bertanggung jawab dalam mengembangkan perangkat dan melaksanakan peningkatan kompetensi guru sesuai bidangnya. Adapun perangkat pembelajaran yang dikembangkan tersebut adalah modul untuk program Guru Pembelajar tatap muka dan daring untuk semua mata pelajaran dan kelompok kompetensi. Dengan modul ini diharapkan program Guru Pembelajar memberikan sumbangan yang sangat besar dalam peningkatan kualitas kompetensi guru.

Mari kita sukseskan program Guru Pembelajar ini untuk mewujudkan Guru Mulia Karena Karya.

Jakarta, Februari 2016

Direktur Jenderal

Guru dan Tenaga Kependidikan



Sumarna Surapranata, Ph.D

NIP. 195908011985031002

## **KATA PENGANTAR**

Profesi guru dan tenaga kependidikan harus dihargai dan dikembangkan sebagai profesi yang bermartabat sebagaimana diamanatkan Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen. Hal ini dikarenakan guru dan tenaga kependidikan merupakan tenaga profesional yang mempunyai fungsi, peran, dan kedudukan yang sangat penting dalam mencapai visi pendidikan 2025 yaitu “Menciptakan Insan Indonesia Cerdas dan Kompetitif”. Untuk itu guru dan tenaga kependidikan yang profesional wajib melakukan pengembangan keprofesian berkelanjutan.

Penyusunan Modul Guru Pembelajar merupakan bahan pelajaran bagi Guru dalam mengikuti program Guru Pembelajar. Modul pembelajaran ini disajikan untuk memberikan informasi tentang materi pedagogik maupun profesional sebagai salah satu bentuk bahan ajar dalam kegiatan pengembangan keprofesian berkelanjutan bagi guru.

Pada kesempatan ini disampaikan ucapan terima kasih dan penghargaan kepada berbagai pihak yang telah memberikan kontribusi secara maksimal dalam mewujudkan modul ini, mudah-mudahan modul ini dapat menjadi sumber informasi dan pembelajaran guru dalam mengikuti program Guru Pembelajar serta semua pihak yang terlibat dalam penyusunan modul guru pembelajar.

Jakarta, Februari 2016

Kepala PPPPTK Bahasa,

Dr. Luizah F. Saidi, S.Pd., M.Pd.

NIP19631219 198601 2 002

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# **KOMPETENSI PROFESIONAL**

## ***Learning News Item***

**Direktorat Jenderal Guru dan Tenaga Kependidikan  
Kementerian Pendidikan dan Kebudayaan  
Tahun 2016**



# PENDAHULUAN

## A. Latar Belakang

Pengembangan Keprofesian Berkelanjutan (*Continuing Professional Development*) adalah salah satu faktor penentu utama dari peningkatan kinerja guru dan tenaga kependidikan serta peningkatan prestasi peserta didik. Pengalaman negara-negara lain menunjukkan bahwa partisipasi guru dan tenaga kependidikan dalam program pengembangan kompetensi yang searah dengan kondisi pembelajaran dapat meningkatkan kualitas guru dan tenaga kependidikan secara signifikan. Untuk melaksanakan program Guru Pembelajar baik melalui tatap muka ataupun daring diperlukan modul-modul penunjang.

PPPPTK Bahasa sebagai lembaga pengembangan dan pemberdayaan pendidik dan tenaga kependidikan yang menyelenggarakan berbagai program diklat bidang bahasa perlu melengkapi sarana dan prasarana diklat salah satunya modul atau bahan ajar. Modul ini disusun bersama guru-guru terseleksi dan melibatkan perguruan tinggi. Modul ini terbagi ke dalam sepuluh tingkatan (kelompok kompetensi) yang bertingkat jenjang.

## B. Tujuan

Modul ini disusun guna mendukung pelaksanaan diklat Pengembangan Keprofesian Berkelanjutan guru Bahasa Inggris SMA Kelompok kompetensi H. Modul ini juga bisa dipergunakan sebagai bahan bacaan mandiri tanpa kehadiran fasilitator dengan pembahasan yang mudah dipahami. Materi yang dikembangkan mencakup kajian profesional 70% dan kajian pedagogik 30%. Setelah menguasai modul kelompok Kompetensi H Guru Pembelajar diharapkan mampu meningkatkan kemampuan profesional dan pedagogisnya.

## C. Peta Kompetensi

Kompetensi profesional dalam modul ini mencakup kemampuan sebagai berikut:

1. Mengungkapkan gagasan dalam teks berbentuk paragraf.
2. Menentukan fungsi sosial teks.
3. Menentukan struktur teks.

4. Menggunakan *language features* dalam konteks.
5. Menentukan gambaran umum teks tertulis berbentuk *news Item*
6. Menentukan informasi tertentu teks tertulis berbentuk *news Item*
7. Menentukan informasi rinci tersurat teks tertulis berbentuk *news Item*
8. Menentukan pikiran utama paragraf tertentu teks tertulis berbentuk *news Item*
9. Menentukan makna kata teks tertulis fungsional berbentuk *news Item*
10. Menentukan *coherence* dan *cohesiveness* teks tertulis berbentuk *News Item*
11. Menentukan cara pengajaran teks tertulis berbentuk *news Item*
12. Menentukan teknik & aspek penilaian keterampilan menyimak.
13. Menentukan teknik & aspek penilaian keterampilan berbicara.
14. Menentukan teknik & aspek penilaian keterampilan membaca.
15. Menentukan teknik & aspek penilaian keterampilan menulis.

#### **D. Ruang Lingkup**

Untuk mencapai kompetensi yang diharapkan tersebut disusunlah materi yang harus dipelajari yang dikemas dalam kegiatan pembelajaran. Materi tersebut meliputi :

1. *Introduction to Texts (Paragraph)*
2. *Introduction to Social Function, Generic Structure and Language Features*
3. *Text type: News Item*
4. *Language Assessment*

#### **E. Cara Menggunakan Modul**

Modul Guru Pembelajar Mata Pelajaran Bahasa Inggris SMA Kelompok Kompetensi H ini menguraikan materi yang harus Anda kuasai tidak hanya untuk bahan mengikuti Uji Kompetensi Guru saja akan tetapi sebagai bahan ajar untuk ditransfer kepada peserta didik Anda melalui pendekatan *Scientific* atau model pembelajaran lainnya yang ada pada Kurikulum 2013

seperti: *Problem-based Learning (PBL)*, *Project-based Learning (PjBL)*, *Discovery Learning*.

Selanjutnya agar proses belajar mandiri Anda dapat berjalan dengan efektif, kiranya perlu Anda cermati petunjuk umum dalam mempelajari materi modul berikut ini:

1. Bacalah tinjauan modul ini dengan cermat agar Anda memahami betul ruang lingkup materi (Peta Kompetensi), tujuan, dan manfaat, serta bagaimana mempelajari modul ini.
2. Bacalah modul ini, pahami benar-benar uraian di tiap kegiatan pembelajaran. Cermati konsep-konsep penting yang Anda jumpai, beri tanda khusus untuk menunjukkan bahwa materi dan pernyataan tersebut penting bagi Anda.
3. Bila Anda menemukan penjelasan yang tidak Anda pahami sebaiknya Anda catat. Bila Anda berinisiatif membentuk kelompok belajar dengan teman-teman Anda, Anda dapat mendiskusikannya dalam kelompok.

# KEGIATAN PEMBELAJARAN 1

## ***INTRODUCTION TO TEXTS : PARAGRAPH***

### **A. Tujuan**

Guru Pembelajar dapat memiliki pengetahuan tentang berbagai aspek kebahasaan dalam Bahasa Inggris (linguistik, wacana, sociolinguistik dan strategis)

### **B. Indikator Pencapaian Kompetensi**

1. Menentukan gagasan utama paragraf
2. Menentukan unsur-unsur dalam paragraf
3. Menentukan *cohesive device* yang tepat dalam paragraf
4. Menentukan jenis-jenis paragraf
5. Menyusun kalimat-kalimat menjadi paragraf yang coherence
6. Mengembangkan topik menjadi kalimat utama yang efektif
7. Mengungkapkan gagasan dalam teks berbentuk paragraf

### **C. Uraian Materi :**

Salah satu cara agar kita menguasai teks Bahasa Inggris adalah dengan menguasai apakah yang dimaksud dengan teks dan bagaimana mengungkapkan gagasan dalam teks berbentuk paragraf. Berikut ini uraiannya.

*What is a text?*

Menurut Mark and Kathy Anderson (1997), teks adalah sekumpulan kata-kata yang mengandung makna. Ketika kita membuat sebuah teks, kita memilih kata-kata dan merangkainya untuk mencapai komunikasi yang bermakna.

Emi Emilia dalam makalahnya (2010:14), memberikan beberapa contoh tentang teks dan non teks. Kata **STOP** yang sering kita lihat di jalan raya, kata “**ENTRY**” atau “**OUT**” yang biasa kita temukan di tempat-tempat umum, adalah teks karena kata-kata tersebut memberikan makna yang utuh kepada pembacanya.

Mark & Kathy Anderson mengelompokkan teks menjadi teks literal (*literary*) dan faktual (*factual*). Literal teks meliputi Narasi (*Narrative*), Puisi (*Poetry*), dan Drama (*Drama*). Teks puisi digunakan untuk mengekspresikan perasaan dan pandangan hidup. Teks drama menggunakan cara akting untuk menyampaikan idenya. Teks faktual meliputi *Recount*, *Explanation*, *Discussion*, *Information Report*, *Exposition*, *Procedure*, and *Response*.

#### *What is a paragraph?*

Paragraf adalah suatu kesatuan pikiran yang lebih tinggi serta lebih luas dari pada kalimat. Paragraf adalah bagian yang berasal dari suatu karangan yang terdiri atas sejumlah kalimat, yang isinya mengungkapkan satuan informasi/kalimat dengan pikiran utama sebagai pengendaliannya dan juga pikiran penjelas sebagai pendukungnya.

Paragraf dapat terdiri atas satu kalimat/kumpulan kalimat, akan tetapi kalimat yang berhubungan antara yang satu dengan yang lain dalam suatu rangkaian yang membentuk suatu kalimat, dan dapat disebut juga dengan penuangan ide dari penulis melalui kalimat/kumpulan kalimat yang satu dengan yang lainnya, yang berkaitan dan juga hanya memiliki satu tema. Paragraf juga dapat disebut sebagai karangan yang singkat.

Paragraf yang efektif diawali dengan kalimat utama yang berisi gagasan utama dan didukung oleh kalimat-kalimat pendukung gagasan utama dan mempunyai alur yang konsisten. Sebuah paragraf yang efektif harus berisi empat unsur, yaitu kepaduan (*unity*), koherensi (*coherence*), kalimat utama (*a topic sentence*) dan pengembangan yang cukup (*sufficient development*).

Sebuah paragraf harus fokus pada satu gagasan tunggal, satu maksud atau satu alasan. Alur paragraf dapat dikembangkan melalui kalimat-kalimat yang terorganisasi dengan baik yang membentuk suatu paragraf. Setiap kalimat harus berhubungan dengan makna dari topiknya. Kalimat-kalimat yang mengikuti harus dikembangkan dengan jelas dan saling berhubungan dengan informasi sebelum dan sesudahnya.

Sebuah topik berisi gagasan umum atau ringkasan sebuah paragraf.

Suatu paragraf yang dikembangkan dengan baik mengandung arti bahwa topik paragraf tersebut dikembangkan secara tepat dan proporsional sehingga pembaca mendapatkan informasi lengkap tentang topik tersebut. Paragraf yang dikembangkan dengan baik dapat dilakukan melalui penyajian contoh-contoh, penjelasan, argumen, analisis, deskripsi atau informasi yang lain. *“A well developed paragraph articulates a main point, gives examples that demonstrate that main point, and explains the significance of those examples. A well developed paragraph leaves the reader feeling that the information given is thorough and complete”*.  
(Sumber: [https://www.sdcity.edu/Portals/0/CMS\\_Editors/EnglishCenter](https://www.sdcity.edu/Portals/0/CMS_Editors/EnglishCenter))

Suatu paragraf ilmiah terdiri atas unsur-unsur berikut ini:

- a. Kalimat utama (*a topic sentence*).

Topik merupakan hal pokok dari suatu paragraf yang berfungsi sebagai pengontrol gagasan.

Contoh :

*“Taiwan’s coastal geography greatly influences Taiwanese”*

- b. Explanasi dari pengontrol gagasan.

Bagian ini memberikan lebih banyak informasi tentang topik.

Contoh :

*“Taiwan is an island, and fishing has traditionally supplied an abundance of fresh fish and seafood.”*

- c. Kalimat pendukung (*a supporting detail*), kutipan (*quote*), atau contoh (*example*).

Unsur-unsur ini mengilustrasi topik.

Contoh :

*“Oysters are an especially common ingredient in Taiwanese food. They appear in dishes such as oyster omelet and oyster vermicelli, both of which are popular street foods.”*

- d. Explanasi atau analisis tentang bagaimana kalimat pendukung, kutipan, atau contoh-contoh yang saling berhubungan dengan topik.

Contoh :

*“The ready availability of such shellfish makes them a staple in Taiwanese cuisine.”*

Ciri-ciri Kalimat Utama yang baik:

1. Kalimat Utama yang baik mengindikasikan ketepatan hingga akhir paragraf.

**Weak example:**

- People rarely give firefighters the credit they deserve for such a physically and emotionally demanding job.  
(The paragraph is about a specific incident that involved firefighters; therefore, this topic sentence is too general)

**Stronger example:**

- During the October riots, Unit 3B went beyond the call of duty.  
(This topic sentence is more specific and indicates that the paragraph will contain information about a particular incident involving Unit 3B.)

2. Kalimat Utama yang baik berisi topik dan pengontrol gagasan atau opini.

**Weak example:**

- In this paper, I am going to discuss the rising suicide rate among young professionals.  
(This topic sentence provides a main idea, but it does not present a controlling idea, or thesis.)

**Stronger example:**

- The rising suicide rate among young professionals is a cause for immediate concern.

(This topic sentence presents the writer's opinion on the subject of rising suicide rates among young professionals.)

3. Kalimat Utama yang baik itu jelas dan mudah diikuti.

**Weak example:**

- In general, writing an essay, thesis, or other academic or nonacademic document is considerably easier and of much higher quality if you first construct an outline, of which there are many different types.

(This topic sentence includes a main idea and a controlling thesis, but both are buried beneath the confusing sentence structure and unnecessary vocabulary. These obstacles make it difficult for the reader to follow.)

**Stronger example:**

- Most forms of writing can be improved by first creating an outline.

(This topic sentence cuts out unnecessary verbiage and simplifies the previous statement, making it easier for the reader to follow)

4. Kalimat Utama yang baik tidak mengandung kalimat penjelas.

**Weak example:**

- Salaries should be capped in baseball for many reasons, most importantly so we don't allow the same team to win year after year.

(This topic sentence includes a supporting detail that should be included later in the paragraph to back up the main point)

**Stronger example:**

- Introducing a salary cap would improve the game of baseball for many reasons.

(This topic sentence omits the additional supporting detail so that it can be expanded upon later in the paragraph)



5. Kalimat Utama yang baik menarik perhatian pembaca karena menggunakan kosakata yang menarik.

**Weak example:**

- The military deserves better equipment.  
(This topic sentence includes a main idea and a controlling thesis, but the language is bland and unexciting.)

**Stronger example:**

- The appalling lack of resources provided to the military is outrageous and requires our immediate attention.  
(This topic sentence reiterates the same idea and controlling thesis, but adjectives such as *appalling* and *immediate* better engage the reader. These words also indicate the writer's tone.)

**Ciri-ciri paragraf adalah sebagai berikut:**

1. Kalimat pertamanya menjorok ke dalam (lima ketukan spasi) untuk jenis karangan biasa;
2. Paragraf memakai pikiran utama yang dinyatakan dalam kalimat utama;
3. Setiap paragraf memiliki sebuah kalimat utama dan selebihnya merupakan kalimat pengembang yang mempunyai fungsi menjelaskan, menguraikan atau menerangkan pikiran utama yang terdapat dalam kalimat topik;
4. Paragraf memiliki pikiran penjelas yang dinyatakan dalam kalimat penjelas. Kalimat tersebut berisi detail-detail kalimat utama. Paragraf hanya berisikan satu kalimat utama dan beberapa kalimat penjelas. Setiap kalimat penjelas berisi detail yang sangat spesifik serta tidak mengulang pikiran penjelas lainnya.

**Fungsi paragraf adalah sebagai berikut:**

1. mengekspresikan gagasan yang tertulis dengan memberikan bentuk suatu pikiran dan juga perasaan ke dalam serangkaian kalimat yang tersusun secara logis dalam suatu kesatuan;

2. menandai peralihan gagasan baru bagi karangan yang terdiri beberapa paragraf, ganti paragraf berarti ganti pikiran juga;
3. memudahkan pengorganisasian gagasan bagi yang menulis dan memudahkan pemahaman bagi yang membaca;
4. memudahkan pengembangan topik karangan ke dalam satuan unit pikiran yang lebih kecil;
5. memudahkan pengendalian variabel, terutama pada karangan yang terdiri atas beberapa variabel.

**Jenis-jenis paragraf dapat di cermati dan di baca di bawah ini:**

**1. Paragraf Narasi**

Paragraf narasi adalah jenis paragraf yang menceritakan suatu kejadian atau suatu peristiwa berdasarkan urutan waktu. Paragraf narasi terdiri atas narasi kejadian dan narasi runtut cerita. Paragraf narasi kejadian adalah paragraf yang menceritakan suatu kejadian ataupun suatu peristiwa, sedangkan paragraf narasi runtut cerita adalah paragraf yang pola pengembangannya dimulai dari urutan tindakan ataupun perbuatan yang menciptakan ataupun menghasilkan sesuatu.

Contoh:

**Peddling On My Own**

Learning how to ride a bike for the first time was a nerve racking independent moment. I was about five years old when my sister informed me that I was too old to still be riding a bike with training wheels. That was the time I decided not to depend on them anymore. Even though I had some doubt, my sister and I went outside and started to take the little wheels off my bike. After my bike went through the transformation, I was now ready for the big moment. With butterflies in my stomach, I slowly got on the bike, and with my shaky hands, I gripped the handles tightly. Meanwhile my sister was holding on to me to help keep my balance. I was so afraid she would let go, yet I was determined to ride this bike on my own. Next with a little push from her, I started to peddle. The faster my bike went the faster my heart raced. Finally I looked back nervously and noticed that my sister let go of my bike a long time ago. I was so excited

*that I accomplished freedom on my bike that I forgot to peddle. The next step I remember, I was lying on the ground, yet I did not care because of the adrenaline rush. I will never forget the exhilarating moment and growing up stage of riding a bike without training wheels.*

(Source: Fallon Fauque 2005:

<http://english120.pbworks.com/w/page/19006987/narrative%20paragraphs>)

## 2. Paragraf Eksposisi

Paragraf eksposisi adalah suatu paragraf yang bertujuan untuk memaparkan, menyampaikan informasi, mengajarkan, menjelaskan dan juga menerangkan suatu topik kepada yang membacanya dengan tujuan untuk memberikan informasi sehingga memperluas pengetahuan si pembaca. Untuk memahami paragraf ini si pembaca harus melakukan proses berpikir dan juga melibatkan pengetahuan.

Contoh:

***If I had listened to my teachers who encouraged me stay in college, I would be in a much better financial position today. Instead, when I was nineteen, I dropped out of college and drifted from one job to another. At first, It felt good to have money while friends of mine who remained in college were always broke, but soon I realized my mistake. Friends of mine who graduated with degrees in business and science were suddenly making three or four times what I was making as a manager of a shoe store. In addition, I began to feel as though my education was incomplete. Something was missing from my life. Gradually, the consequences of my short-term thinking became evident; therefore, At the age of twenty-five, I returned to college to pursue a degree in business administration.***

## 3. Paragraf Agumentasi

Paragraf argumentasi adalah suatu jenis paragraf yang mengungkapkan ide, gagasan, ataupun pendapat penulis dengan disertai bukti dan fakta (yang benar terjadi). Tujuannya adalah supaya si pembaca yakin bahwa ide, gagasan, dan pendapat tersebut adalah benar adanya dan terbukti.

Contoh:

***Why should we wear a helmet when motorcycling?*** We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess.

Wearing a fitted protective helmet offers many benefits which reduces the negative aspects of riding. First and the most important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Besides, wearing a helmet can give the riders a matter of style. Helmets give the opportunity for rider to express the image they may want to project when riding on they way. This benefit may not be important to some people, but to others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shorty, German, and many others, wearing a helmet which can represent an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets which are fixed to their head. It is really not good if they place the helmets simply on the

head without setting them properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfortable.

#### 4. Paragraf Persuasi

Paragraf persuasi adalah suatu bentuk atau jenis karangan yang mempunyai tujuan membujuk pembaca supaya ingin berbuat sesuatu sesuai dengan keinginan penulisnya. Supaya tujuannya bisa tercapai, penulis harus mampu mengemukakan pembuktian dengan menggunakan data dan juga fakta.

Contoh:

***Laughter is one of the greatest healing devices known to man.***  
*Laughter is powerful and can help people in many different ways. It has the power to cure something as little as a bad day or to heal the wounds of a terminally ill person. Laughing has helped create the smile which is the universal sign of well being. Generally, individuals who do not laugh live miserably and have unhappy lives. Dr. Robert Holden found out that smiling and laughing releases endorphins in the brain which gives people a overall happy well being. Using comedy, many doctors have stimulated the healing process in manic depressants and fatally ill patients giving them hope and ambition. In many clinics laughter is being used in replacing anti depressants and reduces the need for pain killers.(Dr. Gael Crystal). Take comedians for example, they usually live long and happy lives. Putting a smile on faces and laughs in souls is what makes life complete. Laughter helps heal people and brightens spirits for a better and healthier life . Laughing is a sign of joy and hope and keeps people normal and the world happy. Using the techniques of laughter and happiness is the best medicine known to man. Laughter is the universal sign of well being and happiness within health. Laughing brightens the spirit and heals the mind and body of people who allow it to overcome them. So try a smile and laugh on for size and live a longer happier life with loved ones.*

### **Paragraf Berdasarkan Letak *Main Idea* (Pokok Pikiran).**

Berdasarkan letak pokok pikiran atau kalimat utamanya paragraf dapat dibagi sebagai berikut:

- ***Main Idea* di Awal Paragraf.**

Contoh:

**One of the nicest places to eat downtown is Castel Restaurant.** It is a fast food restaurant. It always serves very delicious fried chicken, hamburgers, hot dogs, and pizzas. It usually opens at 10.00 a.m. and closes at 09.00 p.m. It has around 10 tables altogether and always has nice atmosphere inside. The waiters and waitresses always welcome all the guest very friendly. Did you know that it is well known as a cheap restaurant in town? Right! The food is always nice and the service is always excellent. (Taken from : *Teaching Genre Based Speaking*, 2009)

Pada petikan di atas, pikiran utama berada di awal paragraf. Yaitu pada kalimat yang di cetak tebal.

- ***Main Idea* di tengah paragraf.**

Contoh :

Ecologist Dr. Barry Commoner says that ecology has not yet developed specific laws, as has physics. **But he suggests four generalizations that have resulted from ecological research on ecosystems.** These might be considered as informal set of laws of ecology. The four generalizations are first, everything is connected to everything. This means, everything plays a part in the endless cycles of ecosystem. Second, everything must somewhere. This implies that there is no such thing as waste nature. Third, nature knows the best. This explain the changes having occurred over billions of years, which have made up the delicately balance ecosystem that we have today. Fourth, there is no

such thing as “a free lunch”, meaning that all life in nature lives at the expense of some other life.

Pikiran utama pada petikan di atas ada dalam kalimat “***But he suggests four generalizations that have resulted from ecological research on ecosystems.***” Selanjutnya pikiran utama tersebut diurai dalam kalimat penjelas pada kalimat-kalimat berikutnya.

- **Implied Main Idea (pokok pikiran yang tersirat dalam paragraf)**

Contoh :

Good ideas often start with a really silly question. Bill Bowerman was making what would happen if he poured rubber into his waffle iron. So, he tried it and the result look something like the bottom of the most sports shoes we see today. Still, when he took this idea to several existing shoe companies, he was literally laughed at. In fact, every single company turned him down. Though rather disappointed, Bowerman was determined and went on to form his own company, making NIKE athletic shoes.

Pikiran utama paragraf di atas adalah ***the unexpected result of Bowerman’s experiment.***

Tak satupun kalimat dalam paragraf di atas yang secara tersurat menyatakan hal tersebut. Akan tetapi ketika Anda menelusuri paparan penulis secara *comprehensive* (menyeluruh) dapatlah lalu disimpulkan apa inti yang dibicarakan oleh penulis.

- **Main Idea terdapat pada lebih dari satu kalimat.**

Contoh:

**For more than a century, despite attracts by a few opposing scientist, Charles Darwin’s theory of evolution by natural has stood firm. Now, however, some respected biologists are beginning to ask**

**question whether the theory accounts for major developments such as the shift from water to land habitation.** Clearly, evolution has not proceeded steadily but has progressed by radical advances. Recent research in molecular biology, particularly in the study of DNA, provides us with a new possibility. Not only environment change but also genetics codes in the underlying structure of DNA could govern evolution.

Pikiran utama paragraf tersebut muncul dalam dua kalimat, yaitu ***For more than a century, despite attracts by a few opposing scientist, Charles Darwin's theory of evolution by natural has stood firm. Now, however, some respected biologists are beginning to ask question whether the theory accounts for major developments such as the shift from water to land habitation.***

#### **D. Aktivitas Pembelajaran :**

Dalam pembelajaran teks, paragraf memegang peranan penting, karena memberikan makna yang menyeluruh bagi pembaca. Paragraf terdiri atas satu *main idea* (pokok pikiran) dan didukung oleh beberapa *supporting sentences* (kalimat penjelas) untuk memberikan ide yang lengkap mengenai hal yang dibahas.

Untuk membuat suatu paragraf diperlukan satu pokok pikiran yang kuat untuk diperjelas oleh kalimat pendukung. Gagasan utama haruslah tidak terlalu sempit akan tetapi juga tidak terlalu umum.

Berikut ini contoh gagasan utama yang kurang bagus:

- A. *Most teenagers in Jakarta have cell-phones.* (Terlalu terbatas, sulit dikembangkan)
- B. *Driving is very stressful.* ( Terlalu luas: driving apa, dimana?)
- C. *How I earned to be patient.* (Tidak lengkap)



Dibawah ini adalah gagasan utama yang benar:

- A. Cell-phones should be banned in classroom for several reasons.
- B. Driving in Jakarta traffic is very stressful.
- C. Having a child taught me to be patient.

Gagasan utama bisa lahir dari masalah atau keprihatinan kita terhadap sesuatu atau hal yang kontroversi, pengalaman yang ingin diceritakan, cara melakukan sesuatu hal dan pernyataan dari laporan pengamatan atau dari gambar atau film yang kita lihat.

### **Supporting Sentences (Kalimat penjelas)**

Sebelum membahas lebih lanjut tentang *supporting sentences* (kalimat penjelas) perhatikan kembali contoh teks berikut ini.

***A crisis exists for the orang utans*** *Orang utans are threatened by habitat destruction as people cut down trees for timber. Today, they survive only in the rainforest in Borneo and Sumatera Island. Their home is shared by many other endangered species such as tigers and rhinos. This forest is crossed by large rivers. Now, even their habitat on the remaining two islands is threatened. The loss of habitat is also the result of man's greed. The trade in baby orang utans continues to thrive today. Hundreds of infant orang utans are taken from the wild for the pet trade every year. This is done by killing the mother and taking the baby. When adult females are killed the babies can be sold and the skulls of the dead may used to create souvenirs that are sold illegally throughout Kalimantan.*

*(Source: <http://www.orangutan.com/threats-to-orangutans>)*

Pada contoh tersebut dapat dilihat bahwa main idea atau gagasan pokok paragraf tersebut adalah yang dicetak tebal. *Supporting sentences* (kalimat penjelas) dalam paragraf tersebut adalah kalimat kedua dan seterusnya. Bila Anda cermati, kalimat penjelas dari paragraf di atas memiliki aspek/alasan yang melengkapi gagasan utamanya.

### **Cohesion dalam Paragraf**

Menurut George M. Rooks (1998:27), paragraf adalah sekumpulan kalimat yang mengembangkan satu bahasan secara logis, dan karena setiap kalimatnya mengacu pada suatu topik, mereka harus terhubung erat dengan kalimat sebelum dan sesudahnya. Untuk keperluan tersebut diperlukan kata penghubung (*connectors*). Ada beragam *connectors* yang tersedia, bergantung dari kebutuhan atau ide dari paragraf tersebut:

- Addition: also, again, besides, furthermore, in addition, likewise, moreover, as well as
- Result: thus, therefore, as a result, consequently, for this reason, hence, otherwise, subsequently
- Generalizations: typically, as usual, for the most part, generally, usually, in general
- Introducing Examples: for example, for instance, as an illustration, as an example, in this case
- Emphasis: above all, chiefly, especially, particularly, significantly, most importantly, primarily
- Similarity: comparatively, correspondingly, likewise, similar, together with, combined with
- Exception: aside from, barring, besides, except, excluding, exclusive of, other than, outside of
- Restatement: in essence, in other words, namely, that is, in short, to put it differently
- Contrast /Compare: in contrast, conversely, instead, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast, comparatively, likewise
- Order (time): at first, to begin with, at the same time, now, the next step, in turn, later on, meanwhile, next, then, soon, later, while, earlier, simultaneously, afterward, before, prior, last, meanwhile
- Summary: in brief, in conclusion, in short, in summary, in the final analysis, finally

**Perhatikan paragraf di bawah ini dan tentukan gagasan utamanya.**

No	Paragraf	Gagasan utama
1.	Many parts of the body are in action when you yawn. <i>First, your mouth opens, and your jaw drops</i> , allowing as much air as possible to be taken in. When you inhale, the air taken in is filling your <u>lungs</u> . <i>Your abdominal muscles flex, and your diaphragm is pushed down</i> . The air you breathe in expands the <u>lungs</u> to capacity and then some of the air is blown back out.	
2.	Oceans have ingredients which can benefit human health. Several important medical treatments are based on chemicals discovered in marine animals. On the other hand, increasingly common phenomena such as harmful algal blooms have demonstrated their negative impact on human health. The health of marine ecosystems is affected by human activities such as pollution, global warming, and over fishing. But at the same time, human health depends on thriving ocean ecosystems. We need a better understanding of the many ways marine organisms affect human health, both positively by providing drugs and bio-products, and negatively by causing human ailments.	

Pastikan jawaban Anda benar.

1. Gagasan utama pada paragraf nomor 1 adalah “Many parts of the body are in action when you yawn” (Paragraf Deduktif)
2. Gagasan utama pada paragraf nomor 2 adalah “*We need a better understanding of the many ways marine organisms affect human health, both positively by providing drugs and bio-products, and negatively by causing human ailments.*” (Paragraf Induktif).

## **E. Latihan/ Kasus/ Tugas**

**Latihan 1. Susunlah kalimat berikut menjadi satu paragraf yang benar.**

- A. They believe that using animal in cloning research is ethically acceptable.
- B. Some people argue that human life is worth making any sacrifice for.
- C. We should never attempt to lengthen our lives by shortening the lives of other animals.
- D. However, cloning animals may result in producing lots of deformed animals, It is an act of cruelty
- E. Using animals for cloning research may also cause genetic mutation which can in turn lead to eco-disasters as well.

**Latihan 2. Setelah kalimat acak pada Latihan 1 Anda susun menjadi paragraf, tentukan:**

- a. gagasan utamanya
- b. kalimat pendukungnya.
- c. jenis paragrafnya (deduktif, induktif, atau campuran)

**Latihan 3. Read the following paragraph and fill in the table below.**

- A. Most people think that cooking meals for the family is a woman’s job. A man sits around, relaxing or enjoying himself at home, while the woman

works in the kitchen. However, my family is different. Both my parents are good cooks. On weekdays, my father is busy with his office work, but Sundays or holidays not only does he makes an effort to cook for the family, but also does household chores for my mother. He will do the activities from planning, shopping, cooking to washing. On that day, my mother is not allowed to enter the kitchen, and my father will prepare all the meals which consists of various tasty dishes. In my opinion, every boy should learn the art of cooking and housekeeping. In this way, men and women can equally share household responsibilities.

- B. One of my favorite family experiences was when I went to see Anne Frank's (a Jewish victim of the Nazi persecution during World War II) hideout in Amsterdam, Holland. I had read Anne's published diary when I was younger, so I was extremely thrilled to actually have the chance to see where she and her family hid from the Germans for so many months. I walked up the stairs of an apartment building and into a room with only a bookshelf in it. From what I remembered from reading the diary, there was a doorknob behind the books. I found the doorknob and turned it and there was the secret annex. When I stepped into the room behind the bookshelf, I felt as if I had stepped back into history. I found Anne's room still with pictures of her favorite celebrities on her walls. The Frank family's furniture was still placed where they had left them in the rooms, everything just as described in the diary. I toured each room in awe of actually seeing how they had lived, yet with sadness to know how it all ended. Anne's diary was no longer just a book to me, but true heart-felt, emotional life story written by a girl I felt I almost knew.
- C. Mobile phones are permitted at school in the UK but pupils are not allowed to use them in class and they must be on silent during lessons. Teachers can take away phones if these rules are broken. School students can use their phones at break time and at lunchtime. Some teachers in British schools complain that pupils don't always follow the rules and that lessons are disrupted by people texting, making and

receiving calls, looking at social networking sites, watching videos and even making videos in the class.

- D. Medical or health tourism is becoming popular with people who want to have surgery done cheaply and enjoy a holiday at the same time. It's not unusual now for someone to fly to Bangkok to have their wrinkles lifted or have their nose made Smaller. And it isn't just cosmetic surgery that British people go abroad to have something done. They go to Belgium to have their knees replaced or to Hungary to have their teeth checked. There have been reports of older people going to India or Turkey to have done eye laser surgery, so they can throw away their glasses.
- E. We give gifts for many reasons: to show our appreciation or respect, to thank someone, to show friendship, or to create or maintain a relationship. However, choosing the right one can be quite difficult. First of all, the gift should be appropriate for the occasion. Second, it needs to be in the appropriate price range. It should not be too cheap or too expensive. Finally, it should be something that we think the recipient really wants and will enjoy.

Paragraph	Type of paragraph	Main idea	Supporting sentences
A.		Most people think that cooking meals for the family is a woman's job	
B.			
C.			
D.			
E.			

#### Latihan 4.

Complete the passage with the right conjunctions: *although, for that reason, as soon as, therefore, because, even, moreover.*

In my opinion, skating is a very dangerous sport, .....(1) kids on skateboards never watch where they are going. When they skate on the road, they don't pay attention to the oncoming traffic and .....(2) accident happens, .....(3) skaters are never concerned about the safety of pedestrian. Sometimes, pedestrians are knocked down by reckless skaters.

During the school holiday, kids on skateboards are seen everywhere. They can be found at shopping malls, busy roads ....(4) car parks. They create a lot of nuisance in public areas. ....(5) I feel skateboards should be banned.

#### **Latihan 5.**

**Complete the passage with the right connectors.**

A car is still an expensive vehicle for most Indonesians, (1) .... the government has launched a program of cheap cars. This program will certainly worsen the traffic congestion in the capital city, Jakarta. (2) ....., it can help the Indonesian people who want to have new cars with low price. This policy is (3) .... to increase the growth in economy and people's welfare. (4) ....., this policy is in contrary to the local government's program, to reduce traffic congestion.

#### **Latihan 6.**

**Arrange the following sentences into a paragraph.**

1. **Text 1: The Worst Day in My Life**

- a) Knowing this, I started crying and disbelief and ran to my mom's room screaming and yelling.
- b) I saw it was my father's house calling to get me up for the first day of school.
- c) Then the horror began when I asked whether he's going to be ok . With sorrow in her voice she said, "Jace, he's dead".
- d) Later my family gathered and remembered the day that I recall as the worst day of my life.
- e) She proceeded to tell me that my father has had a heart attack and the ambulance had came and got him.
- f) It was about six in the morning when I was sleeping restlessly. The phone rang and I missed it. Then it rang again.

- g) To my surprise, it was my stepmother crying on the other line. This was the start of the worst day of my life in the short seventeen years I had been alive.

## 2. Text 2

- a) Having a strong sense of humor does not mean that their jokes are always funny, however; it means they try to find the positive or funny side in their misfortunes, or at least do not overreact negatively (FRI Online). Therefore, a sense of humor can directly influence how a person feels, in terms of both mind and body.
- b) Long-term effects include the strengthening of your immune system, improving your overall mood and satisfaction with life and yourself, and even pain relieve; laughter is known to be able to break the pain-spasm cycle common to some muscle disorders.
- c) Scientists claim that a sense of humor has both short-term and long-term positive effects on our bodies and minds. .
- d) Specialists around the world have noticed that people with a strong sense of humor tend to be happier, and deal with stress better than those who take negative events close to their hearts or ruminate about them.
- e) For example, in a short-term perspective, a sense of humor can stimulate your internal organs (due to fresh oxygen-rich air which you inhale when you laugh), such as the heart, lungs, and muscles, and free you from some physical effects of stress; when you laugh, your blood circulates faster, and different groups of muscles relax, which results in a better mood. (MayoClinic).



## Latihan 7

Read the text carefully and answer the questions.

Taiwan's coastal geography greatly influences Taiwanese cuisine. Taiwan is an island, and fishing has traditionally supplied an abundances of fresh fish and seafood. Oysters are an especially common ingredient in Taiwanese food. They appear in dishes such as oyster omelet and oyster vermicelli, both of which are popular street foods. The ready availability of such shellfish makes them a staple in Taiwanese cuisine. Also popular are skewers of marinated, grilled squid, often sold by street vendors. As an island nation, Taiwan treats seafood not as an occasional delicacy but as an everyday snack

(Sumber: [https://www.sdcity.edu/Portals/0/CMS\\_Editors/EnglishCenter/English%20Center%20documents/The%20Well-Developed%20Paragraph.pdf](https://www.sdcity.edu/Portals/0/CMS_Editors/EnglishCenter/English%20Center%20documents/The%20Well-Developed%20Paragraph.pdf))

1. What is the controlling idea of this paragraph?

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2. Write a topic sentence that contains the controlling idea.

---

3. Write a sentence further explaining what the reader needs to understand about the controlling idea.

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## Latihan 8.

Read the following paragraphs. Find the main idea of each paragraph!

1. In recent years, Brazil has greatly increased its Gross National Product (GNP). Several factors have caused this changed. First, Brazil has a favorable climate, abundant useful land, an excellent coastline, and many other natural resources. Second, it has a large number of workers available for employment in industry. Finally, Brazilian business and economic planners have encouraged investment.

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2. Saudi Arabia is a country rich in oil, but poor in one of a country's most critical natural resources, fresh water. Without it, agriculture becomes extremely difficult and costly. Many areas are removing the salt from the seawater that surrounds the Arabian Peninsula. Other efforts might be floating of an ice cap all the way from the North Pole and digging of wells to reach water that is underground.
- 

3. There are other ways to control the damage done by insects. A number of chemical formulas contain pyrethrins, the only generally available insecticides that can legally be labeled non toxic to humans and pets. Industry is also working to develop selective chemicals which affect only the target in sets. Moreover, insects can be controlled without the use of chemical killers at all. Synthetic hormones to prevent the reproduction of certain insects, sterilization of male insects, and the introduction of bacteria of viruses to in feet only certain insects are approaches to insect control now being developed
- 

4. There is widespread fear among policymakers and the public today that the family is disintegrating. Much of the anxiety stems from a basic misunderstanding of the nature of the family in the past and a lack of appreciation for its resiliency in response to broad social and economic changes. The general view of the family is that it has been a stable and relatively unchanging institution through history and is only undergoing changes, in fact, change has always been characteristic of it.
- 

### **Latihan 9.**

Using the tips on developing effective topic sentences in this section, create a topic sentence on each of the following topics. Remember to include a controlling idea as well as a main idea. Write your responses on your own sheet of paper.

1. An endangered species

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2. The cost of fuel

---

3. The legal drinking age

---

4. A controversial film or novel

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## **F. Rangkuman**

1. Paragraf adalah kumpulan kesatuan pikiran yang lebih tinggi serta lebih luas dari pada kalimat. Paragraf adalah bagian yang berasal dari suatu karangan yang terdiri atas sejumlah kalimat, yang isinya mengungkapkan satuan informasi/kalimat dengan pikiran utama sebagai pengendaliannya dan juga pikiran penjelas sebagai pendukungnya.
2. Fungsi paragraf adalah sebagai: 1) mengekspresikan gagasan; 2) menandai peralihan gagasan baru; 3) memudahkan pengorganisasian gagasan; 4) memudahkan pengembangan topik karangan; 5) memudahkan pengendalian variabel.
3. Jenis-jenis paragraf meliputi 1) paragraf narasi; 2) paragraf eksposisi; 3) paragraf argumentasi; dan 4) paragraf persuasi.
4. Paragraf berdasarkan letak dari pikiran utamanya terdiri atas 1) paragraf deduktif; 2) paragraf induktif; dan 3) paragraf campuran (deduktif-induktif).
5. Paragraf dibangun dari gagasan utama dan beberapa kalimat pendukungnya.
6. Agar setiap kalimat dalam paragraf terhubung erat, diperlukan kata penghubung yang tepat.

## G. Umpan Balik dan Tindak Lanjut

### Reflection.

Setelah Anda mempelajari kegiatan belajar ini, lakukanlah refleksi.

Tuliskanlah hal-hal berikut:

1. Hal-hal apa yang telah anda pahami?

---

2. Hal-hal apa yang belum anda pahami?

---

3. Hal-hal apa yang perlu anda lakukan untuk menindaklanjutinya?

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## H. Kunci Jawaban

Kegiatan Pembelajaran 1

Latihan 1.

B – A – D – E – C

Latihan 2.

- a. Some people argue ... (kalimat B)
- b. Kalimat A, D, E, dan C
- c. Jenis paragraf argumentasi, deduktif

Latihan 3.

Paragraph	Type of paragraph	Main idea	Supporting sentences
A.	Persuasive	Most people think that cooking meals for the family is a woman's job	
B.	Narrative		
C.	argumentative		
D.	argumentative		
E.	argumentative		

Latihan 4.

1. Because; 2. Therefore; 3.moreover; 4.even; 5. For that reason

Latihan 5.

1. Yet;
2. On the one hand;
3. On the other hand

Latihan 6:

1. f, b, g, e, c, a, d
2. 2.. d, a, c, e, b

Latihan 7.

1. Taiwan is an island, and fishing has traditionally supplied an abundance of fresh fish and seafood.
2. Taiwan's coastal geography greatly influences Taiwanese
3. Oysters are an especially common ingredient in Taiwanese food. They appear in dishes such as oyster omelet and oyster vermicelli, both of which are popular street foods.

## **KEGIATAN PEMBELAJARAN 2**

### ***INTRODUCTION TO SOCIAL FUNCTION, GENERIC STRUCTURE AND LANGUAGE FEATURES***

#### **A. Tujuan**

Guru Pembelajar memiliki pengetahuan tentang berbagai aspek kebahasaan dalam bahasa Inggris (linguistik, wacana, sociolinguistik dan strategis).

#### **B. Indikator Pencapaian Kompetensi**

1. Menentukan fungsi sosial teks
2. Menentukan struktur teks
3. Menggunakan *language features* dalam konteks
4. Menyusun News Item Text dengan menggunakan struktur teks dan unsur kebahasaan dengan tepat

#### **C. Uraian Materi**

Dalam memahami sebuah *text-type*, diperlukan pengetahuan tentang:

1. *Social function of the text* (fungsi sosial teks)  
Fungsi sosial dari sebuah teks sering pula disebut sebagai tujuan komunikatif (*communicative purpose of the text*).
2. *Generic structure of the text* (struktur teks)  
*Generic structure* adalah susunan atau urutan penulisan dalam menyajikan informasi terhadap sebuah topik.
3. *Language features of the text* (ciri-ciri kebahasaan teks).  
*Language features* adalah unsur kebahasaan tertentu yang memberikan penanda khusus terhadap retorika penyampaian jenis text tertentu.

*Social function of the text, generic structure of the text, dan language features* adalah komponen yang memberikan ciri pembeda dalam setiap jenis teks yang dipakai dalam proses komunikasi sehari-hari. Ketiga komponen tersebut terdapat dalam bentuk tulis maupun lisan dari *essay text, transactional and interpersonal text, dan short functional text*.

Pada pembahasan berikutnya Anda akan secara lebih spesifik mempelajari tentang teks *news item*. Contoh teks news item dapat dilihat dalam teks di bawah ini:

### Contoh teks *News Item*.

Generic Structure	Teks News Items
<i>Headline</i>	<b>Town 'Contaminated'</b>
<i>Newsworthy events</i>	Moscow – A Russian journalist <i>has uncovered</i> evidence of another Soviet nuclear catastrophe, which <i>killed</i> 10 sailors and <i>contaminated</i> an entire town.
<i>Background Events</i>	<p>Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of Shkotovo – 22 near Vladivostok.</p> <p>The accident, which <i>occurred</i> 13 months before the Chernobyl disaster, <i>spread</i> 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.</p>
<i>Sources</i>	A board of investigators <b>was</b> later <b>to describe</b> it <u>as the worst accident in the history of the Soviet Navy.</u>

### Generic structure of news item:

- *Headline (Title)*
- *Newsworthy events* ( tells the event in a summary form)

- *Background events* ( elaborate what happened, tell what caused the incident)
- *Sources* ( comments by participants, witnesses, authorities and experts involved in the event)

#### **Social Function of News Item:**

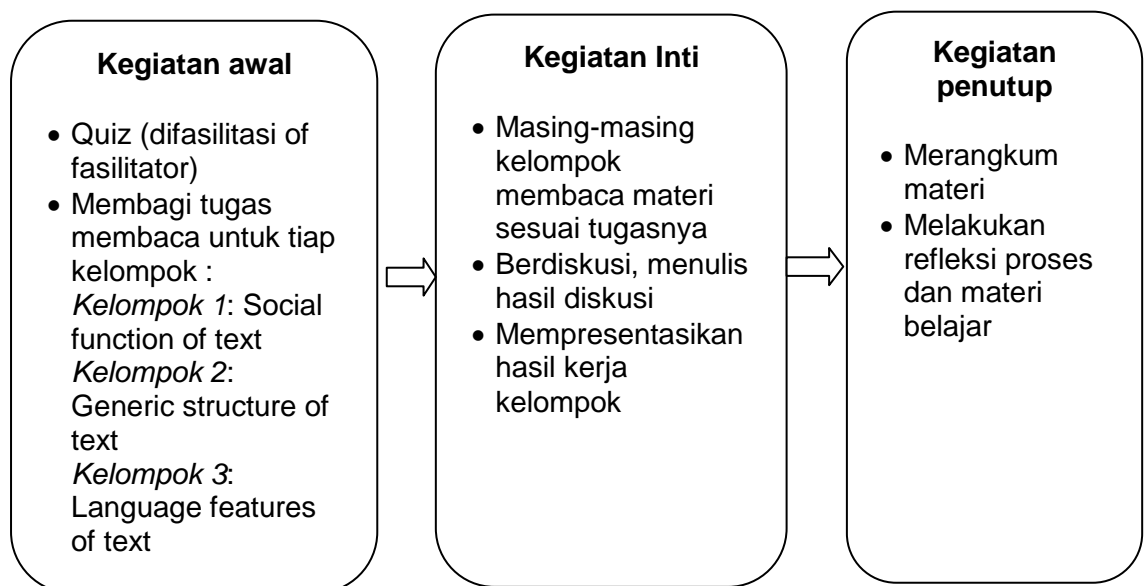
“to inform readers or listeners about events of the day which are considered newsworthy or important.”

#### **Language features:**

- Use of action verbs
- Use of saying verbs
- Use of passive sentences
- Use of direct-indirect speech
- Use of Past Tense, Present Perfect Tense, Future Tense

### **D. Aktivitas Pembelajaran**

Anda dapat mempelajari materi tersebut di atas melalui diskusi kelompok 4-5 orang dengan mengikuti langkah-langkah pembelajaran di bawah ini.





## E. Latihan /Kasus /Tugas

### Latihan 1.

Read the following text and find out.

1. The generic structure of the text.
2. The social function of the text.
3. The action verbs used in the text.
4. The passive sentences used in the text.
5. The direct-indirect speech used in the text..

The Makassar Police arrested five people accused of distributing 1.2 kilograms of crystal meth, locally known as shabu-shabu, worth Rp 2.19 billion (US\$ 173,905.27) and 4,188 ecstasy pills amounting to Rp 1.5 million in a raid in Makassar early on Saturday.

So far, the police have named two out of the five as suspect – Amiruddin Rahman aka Amir Aco, 36, and Michael Wibisono, 32.

The police have not yet named the three others, Ayu, Mia, and Syamsul, as suspects due to their incomplete investigations, including the results of their urine tests.

South Sulawesi police spokesperson, Sr. Comr. Endi Sutendi said the case was revealed when officers conducted an operation on Friday evening.

“During the raid, officers stopped a taxi with a passenger on Jl. Bonto Lempangan, but when they started to inspect the car, the passenger fled. The officers pursued and arrested him. Upon searching the passenger, whose name was later known to be Michael Wibisono, they found seven grams of crystal meth, a set of inhaling glass pipes and Rp 8.5 million in cash”, he said on Saturday.

**Latihan 2.** Tulislah sebuah News Item Text seperti contoh. Pastikan Anda menggunakan fungsi sosial (*social function of text*), struktur teks (*generic structure of text*), serta unsur kebahasaannya (*language feature of text*) dengan tepat.

Tempelkan hasil karya Anda di dinding. Fasilitator akan memberi kesempatan kepada para peserta lain untuk memberikan *feed back* kepada karya Anda dengan cara memberi bintang.

## F. Rangkuman

Beberapa hal yang dapat disimpulkan dari kegiatan-kegiatan pembelajaran diatas adalah:

1. Setiap jenis teks memiliki *social function*, *organization structure*, dan *language features* yang berbeda-beda.
2. *Social function* adalah tujuan komunikasi yang akan dicapai penulis atau pembicara ketika menyampaikan teks,
3. *Generic structure* adalah langkah-langkah bagaimana sebuah teks disusun.
4. *Language Features* adalah ciri kebahasaan yang sering kita gunakan dalam mengembangkan sebuah teks. *Language features* mencakup tata bahasa, kosa kata, dan kata penghubung.

**Generic structure dari teks *news item* adalah:**

- *Headline (title)*
- *Newsworthy events* ( tells the event in a summary form)
- *Background events* ( elaborate what happened, tell what caused the incident)
- *Sources* ( comments by participants, witnesses, authorities and experts involved in the event)

**Social Function dari *News Item* adalah:**

“to inform readers or listeners about events of the day which are considered newsworthy or important.”

**Language features:**

- Use of action verbs
- Use of saying verbs
- Use of passive sentences
- Use of direct-indirect speech
- Use of Past Tense, Present Perfect Tense, Future Tense

## **G. Umpan Balik dan Tindak Lanjut**

### **Reflection**

Setelah anda mempelajari kegiatan belajar ini, lakukanlah refleksi.

Tuliskanlah hal-hal berikut:

1. Hal-hal apa yang telah anda pahami?

---

2. Hal-hal apa yang belum anda pahami?

---

3. Hal-hal apa yang perlu anda lakukan untuk menindaklanjutinya?

---

## KEGIATAN PEMBELAJARAN 3

### ***TEXT TYPE: NEWS ITEM***

#### **A. Tujuan**

Guru Pembelajar dapat menguasai Bahasa Inggris lisan dan tulisan, reseptif, dan produktif dalam segala aspek komunikatifnya .

#### **B. Indikator Pencapaian Kompetensi**

1. Menentukan gambaran umum teks tertulis berbentuk *News Item*.
2. Menentukan informasi tertentu teks tertulis berbentuk *News Item*.
3. Menentukan informasi rinci tersurat teks tertulis berbentuk *News Item*.
4. Menentukan makna kata teks tertulis berbentuk *News Item*.
5. Menentukan *coherence* dan *cohesiveness* teks *News Item*.
6. Menentukan cara pengajaran teks *News Item*.

#### **C. Uraian Materi**

##### **Definition of News Item**

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

##### **Communicative Purpose/Social Function of News Item**

To inform the readers, listeners, or viewers about events of the day which are considered newsworthy or important.

##### **Generic structure:**

- Headline (title)
- Newsworthy event (recounts the events in summary form)
- Background event

- Sources (comments by participant in, witnesses to and authorities expert on the event)

### **Language Features of News Item**

- Use of action verbs
- Use of saying verbs
- Use of passive sentences
- Use of direct-indirect speech
- Use of Past Tense, Present Perfect Tense, Future Tense

### **Contoh teks news item:**

#### **President Jokowi Orders to Sink the Illegal Fishing Boat**

Jokowi has instructed his subordinate to sink foreign ships which invade and steal fish **from Indonesia's territorial water on the spot.**

Jokowi explained that we have to do serious action in facing this problem because it is so detrimental for Indonesia. "We have been lost around Rp. 300 trillion (US\$24.7 Billion) every year from illegal fishing" he added. This new policy needs to be done to prevent the bigger lose and scare another foreign fish that want to come to Indonesia.

"There is no need to arrest them. We have to act decisively so that they are wary to steal our fish" said Jokowi. There are approximately 5.400 illegal ships which invade to Indonesia territory and steal fish from Indonesia. "It is better to sink 10 to 20 ships rather than we lose our fish to create a deterrent effect" Jokowi said. Although our president asked to sink the ships but he reminds the safety of the crew must be priority. They will be arrested and sent to their country. To do this policy Jokowi would asked the relevant officials, including Indonesian Military Commander Gen. Moeldoko, Navy Chief of staff Adm. Marsetio and Fisheries Minister Susi Pudjiastuti, to arrange the necessary step.

This policy was delivered by President Jokowi in his speech at National Resilience Institute's (Lemhannas) annual training. (*Source: The Newest News*)

### **Generic structure analysis:**

#### **Headlines**

##### **President Jokowi Orders to Sink the Illegal Fishing Boat**

#### **Newsworthy event:**

Jokowi has instructed his subordinate to sink foreign ships which invade and steal fish **from Indonesia's territorial water on the spot.**

#### **Background 1:**

Jokowi explained that we have to do serious action in facing this problem because it is so detrimental for Indonesia. "We have been lost around Rp. 300 trillion (US\$24.7 Billion) every year from illegal fishing" he added. This new policy needs to be done to prevent the bigger lose and scare another foreign fish that want to come to Indonesia.

#### **Background 2:**

"There is no need to arrest them. We have to act decisively so that they are wary to steal our fish" said Jokowi. There are approximately 5.400 illegal ships which invade to Indonesia territory and steal fish from Indonesia. "It is better to sink 10 to 20 ships rather than we lose our fish to create a deterrent effect" Jokowi said. Although our president asked to sink the ships but he reminds the safety of the crew must be priority. They will be arrested and sent to their country. To do this policy Jokowi would asked the relevant officials, including Indonesian Military Commander Gen. Moeldoko, Navy

Chief of staff Adm. Marsetio and Fisheries Minister Susi Pudjiastuti, to arrange the necessary step.

**Source :** This policy was delivered by President Jokowi in his speech at National Resilience Institute's (Lemhannas) annual training. (*Source: The Newest News*)

Dalam memahami isi teks Anda perlu memiliki kemampuan dalam hal menentukan gambaran umum, informasi tertentu, informasi rinci, makna kata/frasa yang terdapat dalam teks.

1. Gambaran umum teks *news item*.

Gambaran umum teks adalah isi sebuah teks secara umum atau keseluruhan.

Contoh pertanyaan gambaran umum isi teks adalah:

- a. *What is the text about?*
- b. *What is the topic of the text?*
- c. *What is the subject of the passage?*
- d. *What is the main idea of the passage?*
- e. *What is the best title of the passage?*

Secara umum judul sebuah tulisan mencerminkan gambaran umum isinya. Apabila Anda membaca teks *news item* dan teks tersebut memiliki judul maka gambaran umum dapat dilihat atau disimpulkan dari judulnya. Cara lain menemukan gambaran umum isi *news item* adalah dengan melihat paragraf awal dari *news item*. Dari paragraf awal teks *news item* gambaran umum isi teks akan terlihat.

2. Informasi tertentu *news item*.

Informasi tertentu adalah informasi yang tertulis atau ada di dalam suatu teks.

3. Informasi rinci.

Informasi rinci tersurat adalah informasi yang tertera atau terdapat di dalam teks, namun untuk mencarinya kita harus membaca teks secara

seksama dikarenakan informasi ini biasanya ada di beberapa bagian dan kita harus mengumpulkan serta mencari benang merah di antara berbagai informasi tersebut.

Contoh pertanyaan tentang informasi rinci tersurat adalah:

- a. It is stated in the passage that ...*
- b. The passage indicates that ...*
- c. The authors mentions that ...*
- d. Which of the following is TRUE about ...?*

Contoh pertanyaan tentang informasi rinci tersirat adalah:

- a. Which of the following is not stated in the text?*
- b. Which of the following is not mentioned in the text?*
- c. Which of the following is not discussed in the text?*
- d. All of the following are TRUE except ...*

#### 4. Pikiran Utama Paragraf

Pikiran utama paragraf adalah isi dari paragraf tertentu. Sebagaimana pembahasan pada kegiatan pembelajaran berikutnya pikiran utama paragraf ini dapat diperoleh melalui kalimat utama. Pikiran utama sebuah paragraf dapat terletak pada awal paragraf, akhir paragraf, atau tersirat dalam kalimat yang terdapat dalam suatu paragraf.

#### 5. Makna Kata/frasa

Makna kata/frasa akan dipengaruhi oleh konteks kalimat. Oleh karena itu jika Anda hendak menentukan makna kata/frasa Anda harus melihat konteks dimana kalimat tersebut berada.

### **D. Aktivitas Pembelajaran**

Setelah mencermati karakteristik teks *News Item* sekarang Anda akan membahas tentang bagaimana mengajarkan teks tersebut pada siswa agar mereka dapat menentukan gambaran umum, makna kata, informasi rinci



tersurat, informasi tersirat, *coherence* dan *cohesiveness* teks tertulis berbentuk *News Item*.

Langkah-langkah berikut ini bisa dijadikan alternatif untuk mengajarkan teks *News Item*:

- Siswa dibagi dalam kelompok kemudian diberikan *authentic material* berupa beberapa potongan artikel dari surat kabar berbahasa Inggris.
- Siswa kemudian membaca teks tersebut dan menganalisa unsur kebahasaan teks *News Item*, mencari dalam teks dan mencatatnya di buku catatan.
- Siswa menjawab pertanyaan terkait dengan menentukan gambaran umum, makna kata, informasi rinci tersurat, informasi tersirat, dan *coherence* dan *cohesiveness* teks tertulis berbentuk *News Item*.
- Siswa mempresentasikan hasil temuannya dalam kelompok didepan kelas.

## E. Latihan /Kasus /Tugas

### *Latihan 1*

Read this text and fill in the blank with the generic structure of the text.

<b>Police discover 13 petrol bombs in Palu</b>	.....
PALU (Antara): Police searching a conflict area between two Central Sulawesi villages in Poso have discovered 13 petrol bombs.	.....
Dozens of people have been injured in fighting between the two villages in recent weeks. On Dec. 8, dozens were injured and scores of houses were destroyed in fighting, while at least 18 people were wounded in a more recent clash and had to be evacuated to several hospitals in Palu.	.....
"After bombing the area from Sunday night to Monday morning, we found 13 petrol bombs hidden in water channels and bushes," a police source said here Monday.	.....
He said the situation in the area was under control, but that guards had been posted at several points, while the road	.....

connecting the villages of Nunu and Tavanjuka remained closed.	
--	--

*Taken from: <http://www.thejakartapost.com>*

### **Latihan 2**

Answer the following questions based on the text above.

1. Where did the event take place?

---

2. What is the main information of the text?

---

3. How many people were hurt in the fighting on December 8?

---

4. How many petrol bombs were found by the police?

---

5. When did the petrol bombs discover?

---

6. What happened to the street from Nunu to Tavanjuka?

---

### **Latihan 3**

*Re-arrange the following jumbled paragraphs to make a good news item.*

#### **Thailand sets new SEA Games records in men's and women's sprint relays**

1. In the first day of action at the velodrome, Indonesia's Uyun Muzizah edged Thailand's Jutatip Maneephan by four hundredths of a second to claim gold in the women's 500 meter time trial.
2. In other athletics events, Siri Shahida Abdullah of Malaysia defended her women's hammer throw title, Dedeh Erawati of Indonesia won the women's 100-meter hurdles, and Wansawang Sawasdee of Thailand took the men's discus. As he did in the 5,000 meters, Thailand's Boonthung Srisung beat Julius Sermona of the Philippines in the 10,000 meters.

3. NAKHON RATCHASIMA, Thailand (AP): Thailand set new Southeast Asian Games records in both the men's and women's 4x100 meter relays on the track Monday.
4. In weightlifting, Indonesia's Sandow Waldemar Nasution - complete with multiple piercing, tattoos and smoking between lifts - won gold in the men's 77-kilogram class with a world-competitive aggregate of 341 kilograms.
5. The host nation won the men's event in 38.95 - 0.16 faster than the mark it set eight years ago - while the women won gold with a time of 44.00 - three-tenths of a second quicker than its record set at the previous SEA Games two years ago.
6. Henry Dagmil of the Philippines broke his own games long jump record with his first leap of 7.87 and won gold, while Malaysia's Rayzam Shah Wan Sofian shaved a hundredth of a second off the 110 meters hurdle mark by winning in 13.91.

*(Adapted from: <http://www.thejakartapost.com>)*

#### **Latihan 4**

**Answer the question related to the content of the text above.**

1. What is the text about?

---

2. Where was the place which the event took place?

---

3. Were there some new records created? What kind of sport?

---

4. Who won the run race for 10.000 m?

---

5. What sport did Sandow W. Nasution participate?

---

6. What sport is talked in last paragraph?

---

7. Who got gold medals for Indonesia?

---

### Latihan 5

1. Work in groups of two.
2. Find two examples of News Item text (from newspaper, magazine, tabloid, or internet)
3. Study them well.
4. Supposed you are a news reader, read it in front of the class.

### Latihan 6

**Choose the correct answer A, B, C, or D !**

#### Text 1

#### **Spanish Thief Saw Himself as Robin Hood-Like Bandit**

Madrid (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.

Accused 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?
  - A. The Loner was arrested in Portugal
  - B. The websites of newspaper El Pais and El Mundo
  - C. Spanish media reporter, Jose Mariano Trillo-Figueroa
  - D. A submachine gun in preparation for another bank robbery
  
2. Before being arrested, Jaime Jimenez Arbe . . . in Spain
  - A. he was obliged to shoot at officers of the law
  - B. had just robbed a policeman.
  - C. had robbed 30 banks
  - D. had robbed insurance companies
  
3. The reason why "The Loner" robbed the banks is because . . . .
  - A. his lawyer helped him
  - B. he was the most wanted thief in Spain
  - C. he was accused of killing three policemen
  - D. he believed that the banks stole money from the public
  
4. "Trillo-Figueroa, said Jimenez, who robbed the banks disguised in a false beard and a wig .... (Paragraph 3)  
The underlined word "disguised" means . . . .
  - A. changed appearance
  - B. reduced confidence
  - C. damaged reputation
  - D. exposed to view

## Text 2

### Wade withdraws from U.S. basketball team

(Reuters) - Miami Heat guard Dwyane Wade withdrew his name from the player pool for the U.S. Olympic basketball team on Thursday because his injured left knee will require surgery, USA Basketball said.

After receiving the diagnosis from the Heat team physician, the All-Star guard, who helped Miami win the NBA title in five games over the Oklahoma City

Thunder, informed USA Basketball chairman Jerry Colangelo that he was having the surgery soon and would be unable to compete in London.

"As many people may know, throughout the season, I struggled with a recurring knee issue," Wade said in a statement. "After the championship game, I visited with my doctors for a round of comprehensive medical tests, and the recent results dictate the need for surgery. "While every part of me wants to be in London, I need to take this time to do what's best to improve my health and allow me to continue to play the game I love."

Wade was the U.S. team's leading scorer in their run to 2008 Olympic gold in Beijing, scoring a game-high 27 points as the Americans beat Spain 118-107 in the Olympic final.

Despite having his knee drained during the NBA playoffs, Wade averaged over 22 points a game during Miami's championship series triumph over the Thunder.

Wade's exit from the U.S. squad left 17 players in the mix for 12 spots on the Olympic team following injuries that removed several players from consideration, including Derrick Rose of the Chicago Bulls and Dwight Howard of the Orlando Magic.

5. Why can't Wade play for U.S. basketball team?
  - A. He is so old that he can't play basketball
  - B. He is too young to play basketball
  - C. His injured left knee requires surgery
  - D. He doesn't want to compete in London
  
6. Based on the text, Dwyane Wade....
  - A. will never play basketball again for the U.S. team
  - B. failed to play in Beijing Olympic games
  - C. was the leading scorer for the U.S. team in Beijing Olympic games
  - D. injured left knee will require surgery

7. What is the main idea of paragraph 3?
- A. Despite having his knee drained during the NBA playoffs
  - B. Dwyane Wade visit his doctors for medical test
  - C. The doctors suggested Wade recovers his knee by surgery
  - D. Dwyane Wade wants to improve his health to continue the game

### **Text 3**

#### **Protecting Sumatra's Forests & Ecosystems**

(JP, Jakarta) The Indonesia government and world wild fund (WWF) have announced a bold commitment to protect the remaining forest and critical ecosystem of Sumatra.

WWF said the historic agreement represented the first-ever island- wide commitment to protect Sumatra's stunning biodiversity.

The commitment was announced Thursday at the International Union for Conservation of Nature (IUCN), world Conversation Congress in Barcelona and was endorsed by the governors of Sumatra's 10 provinces- the world's sixth-largest island- and also by four ministers. Sumatra is the only place in the world where tigers, elephants, orangutans and rhinos co-exist. The agreement commits all the governors in Sumatra, along with the Indonesia ministries of forestry, environment, home affairs and public works, to restore critical ecosystems in Sumatra and protect areas whit high conservation values.

WWF, Conservation International, Fauna and Flora International, Wildlife Conservation Society and other conservation groups working in Sumatra have agreed to help implement the political commitment to protect what remains of the island is species-rich forests and critical areas. The island has lost 48 percent of its natural forest cover since 1985.

More than 13 percent of Sumatra's remaining forests are peat forests, which sit a top the deepest peat soil in the world; clearing peat forests is a major source of carbon emissions that cause climate change.

8. The following parties are involved in the commitment to protect Sumatra's biodiversity, EXCEPT:
- A. The Indonesia Conservation Group
  - B. The minister of forestry
  - C. The minister of public works
  - D. The 10 governors of Sumatra

9. The agreement is:
- A. to implement the decisions of the World Conservation Congress
  - B. to support the governors of Sumatra to chase animals hunters
  - C. to stop the emissions of carbon that cause climate change
  - D. to protect the forests and ecosystems in Sumatra

**Text 4.**

At least 10 houses in Bekasi were swept away by floods on Saturday. The houses were located in Kampung Babakan, Satria Jaya village, Tambun Utara, the villa Jati Rasa housing complex and Jati Asih.

Kamaludin, an official from the Satria Jaya district administration, said that water had reached 1.5 meters in the village on Friday night and had brought strong currents Saturday morning.

"Most of the houses were semi-permanent and couldn't stand the strong current," he said.

There were no fatalities in the incident as many residents had left their houses when the floods first entered the area. Some 700 families were displaced, Kamaludin said.

While rain has pounded Bekasi since Thursday, Kamaludin said the strong current was from the over-flowing Cikeas river.

10. Which statement is TRUE according to the text?
- A. There was no dead victims in the disaster
  - B. All the houses fell down because of the flood
  - C. Most of the residents have moved to the safe place
  - D. The houses were damaged because they are not completed yet
11. We can find the following information in the text, except ...
- A. The reasons why the flood occurred
  - B. The number of loss suffered by the residents
  - C. The number of broken houses caused by the flood
  - D. The explanation from the local authority about the flood



12. What is the purpose of the text?
- A. To describe the flood in Bekasi
  - B. To give information about the flood in Bekasi
  - C. To present the arguments about the flood
  - D. To persuade people that the flood was dangerous

## F. Rangkuman

### News Item

#### Ciri Umum:

(a) Tujuan Komunikatif Teks *News Item*:

To inform the readers, listeners, or viewers about events of the day which are considered newsworthy or important.

(b) Struktur Teks/Generic structure

- ✓ *Headline*; Judul
- ✓ *Newsworthy events*; Kejadian inti.
- ✓ *Background Events*; Latar belakang kejadian, orang yang terlibat, tempat kejadian dsb.
- ✓ *Sources*; komentar saksi kejadian, pendapat para ahli, dsb

(c) Ciri Kebahasaan:

- ✓ Use of action verbs
- ✓ Use of saying verbs
- ✓ Use of passive sentences
- ✓ Use of direct-indirect speech
- ✓ Use of Past Tense, Present Perfect Tense, Future Tense

## G. Umpan Balik dan Tindak Lanjut

Sebagai umpan balik, silakan Anda jawab pertanyaan berikut ini sesuai dengan keadaan Anda sebenarnya! Apakah Anda telah memahami cara:

- menentukan gambaran umum teks tertulis berbentuk *News Item*?  
(tujuan; fungsi sosial; & gagasan utama)?
- menentukan informasi tertentu teks tertulis berbentuk *News Item*?

- menentukan informasi rinci tersurat teks tertulis berbentuk *News Item*?
- menentukan makna kata teks tertulis berbentuk *News Item*?
- menentukan *coherence* dan *cohesiveness* teks *News Item*?
- menentukan cara pengajaran teks *News Item*?

**Reflection.** Setelah anda mempelajari kegiatan belajar ini, lakukanlah refleksi. Tuliskanlah hal-hal berikut:

1. Hal-hal apa yang telah anda pahami?

---

2. Hal-hal apa yang belum anda pahami?

---

3. Hal-hal apa yang perlu anda lakukan untuk menindaklanjutinya?

---

## H. Kunci Jawaban

### Latihan 1.

Police discover 13 petrol bombs in Palu	Headline
PALU (Antara): Police searching a conflict area between two Central Sulawesi villages in Poso have discovered 13 petrol bombs.	Newsworthy event
Dozens of people have been injured in fighting between the two villages in recent weeks. On Dec. 8, dozens were injured and scores of houses were destroyed in fighting, while at least 18 people were wounded in a more recent clash and had to be evacuated to several hospitals in Palu.	Background event
"After bombing the area from Sunday night to Monday morning, we found 13 petrol bombs hidden in water channels and bushes," a police source said here Monday.	Source
He said the situation in the area was under control, but that guards had been posted at several points, while the road connecting the villages of Nunu and Tavanjuka remained closed.	Source

Taken from: <http://www.thejakartapost.com>

## Latihan 2

1. In Poso Palu
2. Police discover 13 petrol bombs in Palu
3. 18 people
4. 13 petrol bombs
5. in water channels and bushes
6. it was closed

## Latihan 3

NAKHON RATCHASIMA, Thailand (AP): Thailand set new Southeast Asian Games records in both the men's and women's 4x100 meter relays on the track Monday.

In the first day of action at the velodrome, Indonesia's Uyun Muzizah edged Thailand's Jutatip Maneephan by four hundredths of a second to claim gold in the women's 500 meter time trial.

The host nation won the men's event in 38.95 - 0.16 faster than the mark it set eight years ago - while the women won gold with a time of 44.00 - three-tenths of a second quicker than its record set at the previous SEA Games two years ago.

In weightlifting, Indonesia's Sandow Waldemar Nasution - complete with multiple piercing, tattoos and smoking between lifts - won gold in the men's 77-kilogram class with a world-competitive gold in the men's 77-kilogram class with a world-competitive aggregate of 341 kilograms

In other athletics events, Siri Shahida Abdullah of Malaysia defended her women's hammer throw title, Dedeh Erawati of Indonesia won the women's 100-meter hurdles, and Wansawang Sawasdee of Thailand took the men's discus. As he did in the 5,000 meters, Thailand's Boonthung Srisung beat Julius Sermona of the Philippines in the 10,000 meters.

Henry Dagmil of the Philippines broke his own games long jump record with his first leap of 7.87 and won gold, while Malaysia's Rayzam Shah Wan Sofian shaved a hundredth of a second off the 110 meters hurdle mark by winning in 13.91.

#### **Latihan 4**

1. Southeast Asian Games
2. NAKHON RATCHASIMA, Thailand
3. Yes, there were. Athletic and long jump,
4. Boonthung Srisung
5. Weightlifting
6. Long jump

#### **Latihan 5**

It varies based students' work

#### **Latihan 6**

- |      |      |       |
|------|------|-------|
| 1. C | 5. B | 9. D  |
| 2. B | 6. D | 10. A |
| 3. D | 7.   | 11. B |
| 4. A | 8. C | 12. B |

## KEGIATAN PEMBELAJARAN 4

### *LANGUAGE ASSESSMENT*

#### A. Tujuan

Peserta dapat menentukan teknik & aspek penilaian keterampilan bahasa Inggris lisan dan tulisan, reseptif dan produktif dalam segala aspek komunikatifnya

#### B. Indikator Pencapaian Kompetensi

1. Menentukan teknik & aspek penilaian keterampilan menyimak
2. Menentukan teknik & aspek penilaian keterampilan berbicara.
3. Menentukan teknik & aspek penilaian keterampilan membaca.
4. Menentukan teknik & aspek penilaian keterampilan menulis.

#### C. Uraian Materi

##### **Penilaian Otentik dalam Pembelajaran Bahasa Inggris**

Beberapa ahli penilaian mengungkapkan pengertian penilaian otentik (*authentic assessment*). O'Malley dan Pierce (1996:4) mendefinisikan penilaian otentik sebagai berikut, "*Authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitudes on instructionally-relevant activities*". Menurut O'Malley dan Pierce, penilaian otentik merupakan proses evaluasi yang menggunakan berbagai bentuk pengukuran kinerja yang menggambarkan pemerolehan hasil belajar siswa, motivasi dan perilakunya dalam kegiatan pembelajaran.

Taufina (2009) mendefinisikan penilaian otentik sebagai proses untuk menggambarkan perubahan dalam diri siswa setelah terjadinya proses pembelajaran. Dengan demikian, penilaian tidak lagi sekedar pencapaian tujuan pembelajaran, tetapi merupakan suatu usaha untuk memperoleh berbagai

informasi secara berkala, berkesinambungan, dan menyeluruh tentang proses dan hasil belajar siswa.

Haryono (2009) mengemukakan bahwa ada empat prinsip umum penilaian otentik, yaitu:

- (1) proses penilaian harus merupakan bagian yang tak terpisahkan dari proses pembelajaran, bukan bagian terpisah dari proses pembelajaran (*apart of, not apart from instruction*);
- (2) penilaian harus mencerminkan masalah dunia nyata (*realworld problems*), bukan masalah dunia sekolah (*school work-kind of problems*);
- (3) penilaian harus menggunakan berbagai ukuran, metoda dan criteria yang sesuai dengan karakteristik dan esensi pengalaman belajar; dan
- (4) penilaian harus bersifat holistik yang mencakup semua aspek dari tujuan pembelajaran (kognitif, afektif, dan sensori-motorik). Dengan demikian, asesmen otentik menggunakan prinsip penilaian proses, mencerminkan masalah di dunia nyata, menggunakan criteria esensi pengalaman belajar, dan bersifat holistik.

Imran (2012) menyatakan bahwa ada beberapa karakteristik penilaian otentik. Dia menyatakan bahwa penilaian otentik merupakan sistem penilaian yang dilakukan untuk, (1) mengukur pengetahuan dan keterampilan siswa, (2) penilaian produk (kinerja), (3) tugas-tugas yang relevan dan kontekstual, (4) menilai dengan berbagai cara dan dari berbagai sumber, (5) mengukur pengetahuan dan keterampilan siswa, (6) mempersyaratkan penerapan pengetahuan dan keterampilan; dan (7) proses dan produk kedua-duanya dapat diukur.

Dengan demikian penilaian otentik merupakan penilaian yang lebih komprehensif dibandingkan dengan penilaian standar (*standardized test*). Agar penilaian otentik dapat dilakukan dengan baik, perlu dilakukan langkah-langkah pengembangan instrumen penilaian. Haryono (2009) menyatakan, pengembangan sistem penilaian otentik dapat dilakukan melalui beberapa langkah, antara lain:

## **Mengkaji standar kompetensi**

Standar ini telah tercantum pada kurikulum yang menggambarkan kemampuan minimal yang harus dimiliki oleh lulusan dalam setiap mata pelajaran. Standar ini memiliki implikasi yang sangat signifikan dalam perencanaan, implementasi dan pengelolaan penilaian.

## **Mengkaji kompetensi dasar**

Kompetensi dasar adalah kemampuan minimal yang harus dimiliki siswa pada bahasan tertentu. Untuk itu pada langkah ini guru sudah mulai memikirkan materi yang harus diberikan pada siswa agar siswa dapat memiliki kompetensi yang telah dirumuskan

## **Pengembangan silabus penilaian**

Pengembangan silabus penilaian mencakup indikator, jenis tagihan, bentuk, ranah penilaian dan jadwal kegiatan penilaian dalam satu semester. Kegiatan ini akan lebih baik jika dilakukan bersamaan dengan pengembangan silabus materi pembelajaran.

## **Proses implementasi**

Proses implementasi menggunakan berbagai teknik penilaian seperti yang telah direncanakan dan pelaksanaan sesuai jadwal yang telah diinformasikan pada siswa.

## **Pencatatan, pengolahan, tindak lanjut dan pelaporan**

Semua hasil penilaian diupayakan untuk selalu terdokumentasikan secara baik. Tindak lanjut dari hasil penilaian laporan dapat berupa pengayaan atau remedi. Dari langkah-langkah diatas jelas bahwa ases menotentik dikembangkan dari analisis standar kompetensi dan kompetensi dasar yang selanjutnya dikembangkan dalam bentuk silabus penilaian. Hasil pengembangan silabus ini lalu diimplementasikan dalam proses pembelajaran, kemudian diolah dan hasilnya digunakan untuk keperluan remedi dan pengayaan.

Moon (2005) menyatakan bahwa penilaian otentik selalu memberi kesempatan pada siswa untuk menunjukkan pengetahuan dan keterampilannya dengan baik. Penilaian otentik menurut Moon memiliki karakteristik sebagai berikut; (1) fokus pada materi yang penting, ide-ide besar atau kecapan-kecakapan khusus, (2) merupakan penilaian yang mendalam, (3) mudah dilakukan dikelas atau di lingkungan sekolah, (4) menekankan pada kualitas produk atau kinerja dari pada jawaban tunggal, (5) dapat mengembangkan kekuatan dan penguasaan materi pembelajaran pada siswa, (6) memiliki kriteria yang sudah diketahui, dimengerti dan dinegosiasi oleh siswa dan guru sebelum penilaian dimulai, (7) menyediakan banyak cara yang memungkinkan siswa dapat menunjukkan bahwa ia telah memenuhi kriteria yang telah ditetapkan; dan (8) pemberian skor penilaian didasarkan pada esensi tugas. Selanjutnya Moon menyatakan bahwa penelitian yang dilakukannya telah membuktikan bahwa pengembangan penilaian otentik disekolah telah mendapat respon yang positif baik oleh guru maupun siswa. Hasil penilaian otentik lebih dapat memberikan informasi hasil belajar yang konsisten dibanding dengan teknik penilaian yang tradisional (*paper and pencil test*).

Jenis penilaian otentik yang berkembang dalam dunia pendidikan, khususnya pembelajaran bahasa Inggris adalah *performance assessment*, *portfolio*, *project*, dan *demonstration*. Dari jenis penilaian otentik ini *performance assessment* adalah yang paling sering digunakan guru bahasa Inggris. Untuk mendapatkan pengukuran yang objektif, diperlukan rubrik penilaian yang berisi pedoman pemberian skor/nilai dan bagaimana menentukan skor akhir untuk penilaian yang bersifat kuantitatif.

Berikut empat keterampilan berbahasa (*Listening*, *Speaking*, *Reading*, dan *Writing*)

#### **a. Penilaian Otentik untuk Listening**

*Listening*, seperti *reading comprehension*, biasanya didefinisikan sebagai keterampilan reseptif terdiri atas proses fisik dan interpretatif, proses analisis. (Lihat Lundsteen 1979 untuk pembahasan *listening*). Namun, definisi ini sering diperluas untuk mencakup keterampilan *listening* kritis (*HoTs* seperti analisis dan sintesis) dan *listening* nonverbal (memahami makna nada suara, ekspresi wajah,



gerak tubuh, dan isyarat nonverbal lainnya). Definisi *listening* diperluas juga menekankan hubungan antara *listening* dan *speaking*.

Berikut ini adalah contoh penilaian otentik untuk keterampilan *listening*. Ada tiga tugas yang diberikan guru untuk menilai kemampuan *listening* siswa, yaitu:

1. *Listen to the dialogues and answer the questions.* (Dengar dialog berikut ini dan kemudian jawab pertanyaan)
2. *Listen to the sentences and write down on your book then arrange them to become a good dialogue.* (Dengar kalimat-kalimat berikut ini dan tulis di buku anda, kemudian susun kalimat tersebut menjadi suatu dialog)
3. *Say a statement and ask your friend to respond it by using the expression.* (Ujarkan sebuah kalimat dan minta teman anda meresponnya dengan menggunakan ungkapan yang sesuai).

Ketiga tugas di atas dinilai dengan menggunakan rubrik penilaian berikut ini.

Rubrik untuk *Listening*

No	Description	Score
Task 1	Correct Answer	1
	Incorrect answer/ no response	0
Task 2	Correct Answer	1
	Incorrect answer/ no response	0
Task 3	Accurate grammar and content	3
	Accurate content, inaccurate grammar	2
	Inaccurate grammar and content	1
	No response	0

Berdasarkan tugas yang diberikan dan rubrik penilaian yang dibuat guru, terlihat bahwa tidak semua tugas memerlukan rubrik penilaian. Pertanyaan no. 1 dan 2 hanya menilai jawaban siswa benar atau salah, maka penilaiannya hanya berupa skor betul berapa harus dinilai dan skor salah berapa harus dinilai. Sementara pertanyaan no. 3 dan rubriknya lebih cocok untuk penilaian *speaking* atau integrasi *speaking* dan *listening*, jadi bukan hanya menilai kemampuan *listening*. Rubrik penilaian ini tidak menjelaskan makna 0, 1, 2, 3 pada kolom *score*. Bagaimana memindahkan *system score* ini menjadi *score* puluhan (0-10) atau ratusan (0-100). Dalam *scoring guide* dinyatakan bahwa maksimum *score* untuk

masing-masing *task* adalah 10. Jadi, diperlukan penjelasan bagaimana mengubah skor 0-3 menjadi 0-10.

#### **b. Penilaian Otentik untuk *Speaking***

Dua metode yang digunakan untuk menilai kemampuan *speaking*. Dalam pendekatan *observasional*, perilaku siswa diamati dan dinilai diam-diam. Dalam pendekatan terstruktur, siswa diminta untuk melakukan satu atau lebih spesifik tugas komunikasi lisan. Kinerja nya pada tugas ini kemudian dievaluasi. Tugas dapat diberikan dalam pengaturan satu -satu - dengan administrator uji dan satu siswa - atau dalam kelompok atau kelas pengaturan. Dalam kedua pengaturan, siswa harus merasa bahwa mereka berkomunikasi konten yang bermakna untuk khalayak yang nyata. Tugas harus fokus pada topik bahwa semua siswa dapat dengan mudah *speaking* tentang, atau, jika mereka tidak termasuk fokus seperti itu, siswa harus diberi kesempatan untuk mengumpulkan informasi tentang topik.

Kedua pendekatan *observasional* dan terstruktur menggunakan berbagai sistem rating. Sebuah rating holistik menangkap kesan umum kinerja siswa. Skor sifat utama menilai kemampuan siswa untuk mencapai tujuan komunikasi tertentu - misalnya, untuk membujuk pendengar untuk mengadopsi sudut pandang tertentu. Skala analitik menangkap kinerja siswa tentang berbagai aspek komunikasi, seperti *delivery*, *organization*, *content*, dan *language*. Sistem rating dapat menggambarkan berbagai tingkat kompetensi bersama dengan skala atau mungkin menunjukkan ada atau tidak adanya karakteristik.

Contoh *Holistic Rating Scale*.

Table 7.1 *Test of Spoken English scoring guide (1995)*

TSE Rating Scale	
60	<p><b>Communication almost always effective: task performed very competently; speech almost never marked by non-native characteristics</b></p> <p>Functions performed clearly and effectively            Appropriate response to audience/situation            Coherent, with effective use of cohesive devices            Almost always accurate pronunciation, grammar, fluency, and vocabulary</p>
50	<p><b>Communication generally effective: task performed competently, successful use of compensatory strategies; speech sometimes marked by non-native characteristics</b></p> <p>Functions generally performed clearly and effectively            Generally appropriate response to audience/situation            Coherent, with some effective use of cohesive devices            Generally accurate pronunciation, grammar, fluency, and vocabulary</p>
40	<p><b>Communication somewhat effective: task performed somewhat competently, some successful use of compensatory strategies; speech regularly marked by non-native characteristics</b></p> <p>Functions performed somewhat clearly and effectively            Somewhat appropriate response to audience/situation            Somewhat coherent, with some use of cohesive devices            Somewhat accurate pronunciation, grammar, fluency, and vocabulary</p>
30	<p><b>Communication generally not effective: task generally performed poorly, ineffective use of compensatory strategies; speech very frequently marked by non-native characteristics</b></p> <p>Functions generally performed unclearly and ineffectively            Generally inappropriate response to audience/situation            Generally incoherent, with little use of cohesive devices            Generally inaccurate pronunciation, grammar, fluency, and vocabulary</p>
20	<p><b>No effective communication: no evidence of ability to perform task, no effective use of compensatory strategies; speech almost always marked by non-native characteristics</b></p> <p>No evidence that functions were performed            Incoherent, with no use of cohesive devices            No evidence of ability to respond appropriately to audience/situation            Almost always inaccurate pronunciation, grammar, fluency, and vocabulary</p>

Rubrik Speaking ini hanya berisi empat komponen penilaian *speaking*, yaitu *content*, *pronunciation*, *fluency*, dan *performance*. Misalkan Tugas yang akan

dinilai dengan rubrik ini adalah *"Tell about their poster to the class"* (menceritakan gambar poster kepada teman-teman di kelas).

Contoh *Analytic Rating Scale*.

<b>Accent</b>	
1	Pronunciation frequently unintelligible.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3	"Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstandings and apparent errors in grammar and vocabulary.
4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of "foreign accent."
<b>Grammar</b>	
1	Grammar almost entirely inaccurate except in stock phrases.
2	Constant errors showing control of very few major patterns and frequently preventing communication.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than a few minor errors during the interaction.
<b>Vocabulary</b>	
1	Vocabulary inadequate for even the simplest conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion at some stages of the interaction.
4	Vocabulary adequate to participate in the interaction, with some circumlocutions.
5	Vocabulary broad and precise, adequate to cope with more complex problems.
6	Vocabulary apparently as accurate and extensive as that of a native speaker.
<b>Fluency</b>	
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6	Speech on all topics is as effortless and smooth as a native speaker.
<b>Comprehension</b>	
1	Understands too little for the simplest type of conversation.
2	Understands only slow, very simple speech on the most basic topics. Requires constant repetition and rephrasing.
3	Understands careful, somewhat simplified speech directed to him / her with considerable repetition and rephrasing.
4	Understands quite well normal speech directed to him / her, but requires occasional repetition and rephrasing.
5	Understands everything in normal conversation except for very low colloquial or low frequency items, or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of a native speaker.

Figure 27.2 The Foreign Services Institute (FSI) Analytic Rating Scale

Contoh 1: Rubrik Penilaian *Speaking*

<b>Content</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>Performance</b>

Rubrik ini terlalu umum, tidak menjelaskan bagaimana cara memberi skor untuk masing-masing komponen dan juga tidak menjelaskan bagaimana mendapatkan skor akhir siswa.

Contoh 2: Rubrik Penilaian untuk *Speaking*

<b>Aspek</b>	<b>Skor</b>	<b>Uraian</b>
Ucapan	3	Benar semua, sesuai dengan standar ucapan
	2	Hampir semua benar dengan dua, tiga kata kurang tepat.
	1	Banyak membuat kesalahan.
Tekanan	3	Benar semua, sesuai dengan aturan yang berlaku.
	2	Hampir semua benar dengan beberapa yang kurang tepat.
	1	Banyak yang kurang tepat.
Intonasi	3	Benar semua, sesuai dengan aturan yang berlaku.
	2	Benar dengan satu atau dua intonasi kurang pas.
	1	Banyak intonasi yang kurang pas.
Kelancaran	3	Lancar tanpa hambatan.
	2	Lancar dengan sesekali ragu.
	1	Tersendat-sendat.

Pada tabel di atas terlihat bahwa rubrik penilaian *speaking* sudah mempunyai kelompok kompetensi skor, mulai dari yang terendah 1 dan yang tertinggi 3. Nilai terendah diberikan untuk ucapan yang banyak kesalahan, tekanan banyak yang kurang tepat, banyak intonasi yang kurang jelas, dan tersendat-sendat. Sedangkan nilai tertinggi diberikan untuk ucapan, tekanan, dan intonesl yang benar sesuai dengan standar ucapan yang berlaku dan berbicara dengan lancar tanpa hambatan. Namun, tidak ada penjelasan bagaimana mengubah skor 1-3 menjadi nilai puluhan (0-10) atau ratusan (0-100).

Rubrik penilaian *speaking* berikut ini lebih lengkap. Rubrik yang mereka buat lebih detail dan pensekorannya juga lebih detail dan jelas mulai dari skor 1 (*very poor*) sampai kepada skor 5 (*excellent*). Lihatlah contoh berikut ini. Ada enam aspek yang dinilai dalam berbicara, yaitu *fluency*, *accuracy*, *clarity*, *intonation*, *volume*, dan *content*. Tugas yang diberikan kepada siswa untuk dinilai dengan rubrik penilaian ini adalah “*Have a dialogue with your classmate based on the following situations. Use the expressions of offering, accepting, and refusing something.*” (Lakukan dialog dengan teman sekelas anda berdasarkan situasi berikut ini. Gunakan ungkapan-ungkapan *offering*, *accepting* dan *refusing something*).

Rubrik ini sangat bagus, tetapi ini lebih cocok untuk wacana yang lebih luas, bukan untuk menilai dialog. Oleh karena itu, guru harus bisa menentukan rubrik mana yang cocok untuk menilai keterampilan bahasa tertentu.

Rubrik penilaian berikut ini lebih sederhana dibandingkan dengan rubrik penilaian terdahulu. Rubrik ini khusus digunakan untuk menilai teks fungsional pendek. Ada empat aspek yang dinilai, yaitu *grammar* dan *vocabulary*, manajemen wacana teks fungsional pendek, kejelasan makna, dan hubungan antar gagasan. Pedoman pensekorannya cukup jelas dan menggambarkan gradasi kemampuan siswa. Lihatlah pedoman pensekoran *speaking* yang dibuat berikut ini.

Pedoman Pensekoran *Speaking* (Teks Fungsional Pendek)

Contoh 3 : Rubrik Penilaian *Speaking*

No	Aspect Graded	5	4	3	2	1
		Excellent	Good	Fair	Poor	Very Poor
1	<i>Fluency</i>	<i>Very smooth with no pauses</i>	<i>Smooth enough very few pauses</i>	<i>Normal speed with few pauses</i>	<i>Slow pace with frequent pauses</i>	<i>The pace is very slow with too many pauses</i>
2	<i>Accuracy</i>	<i>Excellent grammar (Complex noun phrase) with various words used (correctness 81%-100%)</i>	<i>Very few mistakes in grammar with enough variety of vocabulary (correctness 61%-80%)</i>	<i>Few mistakes in grammar with very sufficient vocabulary but still understandable (correctness 41%-60%)</i>	<i>Several mistakes in grammar with very limited vocabulary but still understandable (correctness 41%-60%)</i>	<i>Very poor diction and grammar which lead to misunderstanding (correctness 0%-40%)</i>
3	<i>Clarity</i>	<i>Very clear articulation with good pronunciation</i>	<i>Good pronunciation with very mistakes and clear articulation</i>	<i>Few mistakes in pronunciation with inconsistent articulation but still understandable</i>	<i>Several mistakes in pronunciation with inconsistent articulation which lead to difficult understanding</i>	<i>Many mistakes in pronunciation with unclear articulation and difficult to understand</i>
4	<i>Intonation</i>	<i>Correct intonation/tone for the words/phrases /sentences with lead to appropriate the intended meaning</i>	<i>Very few mistakes in intonation/tone for the words/phrases /sentences with lead to appropriate the intended meaning</i>	<i>Few mistakes in intonation/tone which interfere the intended meaning</i>	<i>Several mistakes in intonation/tone which lead to misunderstanding of the intended meaning</i>	<i>No difference of intonation/tone for the words/phrases /sentences which lead to misunderstanding of the intended meaning</i>
5	<i>Volume</i>	<i>Speak very loudly that the audience in the class can hear</i>	<i>Speak loudly that most of the the audience in the class can hear</i>	<i>Only audience from the middle to the front row can hear the voice</i>	<i>Speak softly that only very few the audience can hear clearly</i>	<i>Speak very softly that the audience cannot hear</i>



No	Aspect Graded	5	4	3	2	1
		Excellent	Good	Fair	Poor	Very Poor
6	Content	The content of the presentation contains very complete information (physical description) about the person being described and meet the purpose of the function of the spoken text	The content of the presentation contains complete information (physical description) about the person being described and meet the purpose of the function of the spoken text	The content of the presentation contains sufficient information (physical description) about the person being described and fairly meet the purpose of the function of the spoken text	The content of the presentation contains little information (physical description) about the person being described and almost does not meet the purpose of the function of the spoken text	The content of the presentation contains very little information (physical description) about the person being described and does not meet the purpose of the function of the spoken text

### c. Penilaian Otentik untuk *Reading*

Kemampuan membaca (*reading*) adalah kemampuan menggali informasi tertulis. Komponen utama yang diukur adalah kemampuan memahami isi bacaan dan kemampuan memahami makna kata dan makna kalimat. Pembelajaran *reading* di kelas dapat berupa *reading aloud* dan *reading comprehension*. *Reading aloud* (membaca keras) adalah kemampuan membaca dengan penekanan pada intonasi, pelafalan kata, di samping kemampuan memahami isi wacana. *Reading comprehension* menekankan pada pemahaman isi wacana baik secara umum maupun secara detail.

Berikut ini adalah rubrik penilaian yang digunakan oleh guru dan ada dua komponen yang diukur dalam penilaian ini, yaitu *grammar* dan *content*. Lihatlah tabel berikut ini.



#### Contoh Rubrik Penilaian *Reading*

No	Description	Score
1.	<i>Accurate grammar and content</i>	3
2.	<i>Accurate content, inaccurate grammar</i>	2
3.	<i>Inaccurate grammar and content</i>	1
4.	<i>No response</i>	0

Pada tabel di atas dapat dilihat bahwa rubrik penilaian *reading* mempunyai dua indikator, yaitu indikator ini dilihat keakuratan dan ketidak akuratannya. Kedua komponen ini tidak terkait dengan upaya mencari makna dalam suatu bacaan. Jadi, rubrik penilaian ini sebetulnya tidak cocok untuk menilai kemampuan membaca siswa.

Pada pembahasan sebelumnya dapat dilihat bahwa rubrik ini juga digunakan untuk menilai *listening*. Sebagaimana dinyatakan diatas, rubrik ini juga tidak sesuai untuk menilai kemampuan *listening*, tetapi lebih tepat menilai *speaking* atau *writing*.

#### **d. Penilaian Otentik untuk *Writing***

Kemampuan menulis (*writing*) adalah kemampuan menyampaikan gagasan dalam bentuk tertulis. Seseorang bisa menulis apabila dia minimal memiliki tiga kemampuan, yaitu gagasan (*content*), kosa kata yang memadai (*vocabulary*) dan mempunyai kemampuan menulis kalimat dengan benar (*grammar*). Jadi, minimal tiga kemampuan dasar ini harus dimiliki oleh seorang siswa. Di samping tiga hal tersebut suatu tulisan harus mempunyai kohesi dan koherensi yang baik.

Berikut ini akan dibandingkan beberapa rubrik penilaian menulis yang dibuat oleh guru. Tabel *scoring rubrics* yang dibuat oleh guru

Contoh 1: Rubrik Penilaian *Writing*

No	Description	Score
1.	<i>Accurate grammar and content</i>	3
2.	<i>Accurate content, inaccurate grammar</i>	2
3.	<i>Inaccurate content, accurate grammar</i>	1

**Keterangan:**

Score 3 :91-100

Score 2 :81- 90

Score 1 :70- 80

Rubrik penilaian pada tabel diatas hanya berisi dua indikator,yaitu *grammar* dan *content*. Keduanya dilihat dari sisi keakuratan dan ketidakakuratan penggunaan *grammar* dan *content*. Rubrik penilaian ini disertai pedoman pengalihannya menjadi nilai 0-100. Tetapi, skor terendah diberikan 70. Ini barang kali perlu peninjauan, karena rentangan nilai biasanya dari 0 sampai 100. Jadi, penskoran ini tidak memungkinkan penilai member nilai 0-69, padahal nilai dalam rentangan itu masih wajar diberikan kepada siswa.

Rubrik penilaian berikut ini lebih detail dalam komponen penilaiannya. Guru memasukkan komponen *coherence*, *spelling*, dan *vocabulary* dalam rubric penilaian yang dibuatnya. Disamping itu, skornya juga lebih rasional, yaitu memulai dari nilai 0-100.

Contoh 2: Rubrik Penilaian *writing*

No	Features	Score
1	<i>Content</i>	0–50
2	<i>Coherence</i>	0 -20
3	<i>Spelling</i>	0–10
4	<i>Grammar</i>	0–10
5	<i>Vocabulary</i>	0–10
<b>Total</b>		<b>100</b>

Rubrik penilaian di atas akan lebih baik kalau dilengkapi dengan gradasi kemampuan masing-masing komponen *content*, *coherence*, *spelling*, *grammar*, dan *vocabulary* dengan membuat rubrik yang terukur.

Berikut ini adalah rubrik penilaian yang lebih detail yang juga dibuat oleh guru bahasa Inggris. Rubrik ini berisi dua indikator utama, *accuracy* dan *content*. *Accuracy* mencakup *grammar*, *vocabulary* dan *spelling*. *Content* mencakup *coherency/unity* dan *content*. Masing-masing sub-indikator diberi bobot yang berbeda, dengan bobot terbesar diberikan untuk *content*. Setelah itu diberikan pedoman gradasi pensekoran mulai dari yang terendah sampai yang tertinggi. Rubrik asesmen dimaksud, berupa “*product assessment*” untuk keterampilan menulis dapat dilihat pada tabel berikut.

1	<i>Accuracy</i>	<i>Grammar</i>	20	16-20	Tata bahasa tepat
				10-15	Tata bahasa kurang tepat tetapi tidak mempengaruhi makna
				<10	Tata bahasa kurang tepat dan mempengaruhi makna
		<i>Vocabulary</i>	20	16-20	Pilihan kosa-kata tepat
				10-15	Pilihan kosa-kata kurang tepat tetapi tidak mempengaruhi makna
				<10	Pilihan kosakata kurang tepat dan mempengaruhi makna
		<i>Spelling</i>	15	11-15	Penulisan secara umum tepat
				6-10	Penulisan kurang tepat tetapi tidak mempengaruhi makna
				<5	Penulisan kurang tepat dan mempengaruhi makna
2	<i>Content</i>	<i>Coherency/Unity</i>	15	11-15	Hubungan antar gagasan jelas

				6-10	Hubungan antar gagasan kurang jelas tetapi tidak menghilangkan makna
				<5	Hubungan antar gagasan tidak jelas dan menghilangkan makna
		Content	30	20-30	Mengungkapkan makna dengan jelas
				11-20	Mengungkapkan makna tetapi kurang jelas
				<10	Mengungkapkan makna secara tidak jelas dan kehilangan makna

### Contoh Instrumen *Product Assessment*

Berikut ini adalah rubrik penilaian *writing* yang digunakan oleh guru bahasa Inggris. Rubrik penilaian ini hanya terdiri atas dua komponen, yaitu *organization* dan *language*. Kedua komponen ini diberi gradasi dengan skor terendah 30 dan skor tertinggi 100.

### Contoh Rubrik Penilaian *Writing*

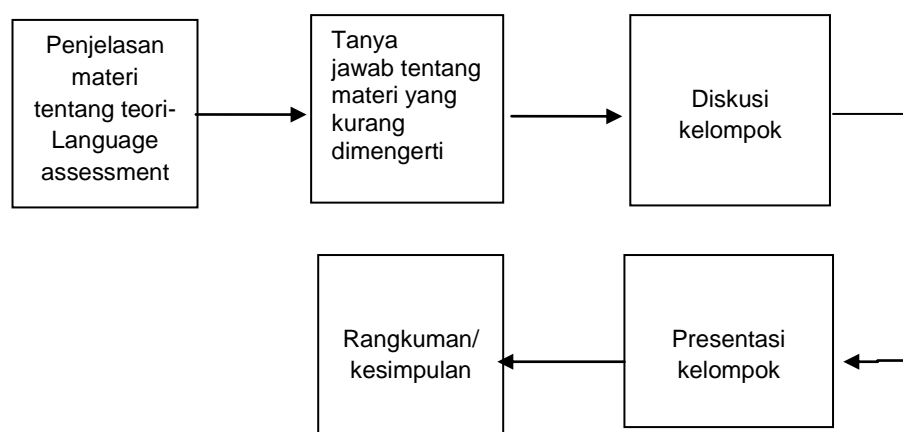
No	Range	Organization	Language
1.	100-90	<i>The main components are included. The details of message are well-organized.</i>	<i>Excellent control of grammar Excellent control of vocabulary Excellent control of punctuation</i>
2.	89-70	<i>The main components are included. The details of themes are fairly well-organized.</i>	<i>Good control of grammar Good control of vocabulary Good control of punctuation</i>
3.	69-50	<i>The main components are included. The details are sometimes not organized.</i>	<i>Good control of grammar Adequate Control of vocabulary Lack control of punctuation</i>

4.	49-30	One or two of the components are not included. The details are not organized.	Little control of grammar Lack control of vocabulary Poor control of punctuation
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Rubrik penilaian ini cocok digunakan untuk menilai keterampilan menulis untuk tulisan pendek. Walaupun hanya ada dua komponen utama, tetapi rubriknya cukup lengkap. Untuk komponen *organization* mencakup komponen teks dan detail pesan/isi, sementara untuk komponen *language* mencakup *grammar*, *vocabulary* dan *punctuation*.

#### D. Aktivitas Pembelajaran

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



#### E. Latihan /Kasus /Tugas

##### Soal Latihan

1. Bagaimana cara mengembangkan sistem penilaian otentik?
2. Apa saja ciri-ciri penilaian otentik?
3. Tentukan salah satu teknik dan aspek penilaian keterampilan *listening*, *speaking*, *reading* atau *writing* dari satu kompetensi dasar (KD).  
Rancanglah penilaian salah satu keterampilan tersebut sesuai dengan KD.

4. Jika sudah selesai, tunjukkan hasil kerja Anda pada teman dan saling periksa dan berikan *feedback*.

## F. Rangkuman

### 1. Penilaian otentik untuk *Listening*

Penilaian dapat menggunakan rubrik apabila model penilaian seperti berikut ini

- a. *Listen to the dialogues and answer the questions. Listen to the sentences and write down on your book then arrange them to become a good dialogue.*
- b. *Say a statement and ask your friend to respond it by using the expression.* **Rubrik penilaian listening**

No	Description	Score
Task 1	Correct Answer	1
	Incorrect answer/ no response	0
Task 2	Correct Answer	1
	Incorrect answer/ no response	0
Task 3	Accurate grammar and content	3
	Accurate content, inaccurate grammar	2
	Inaccurate grammar and content	1
	No response	0

## 2. Penilaian otentik untuk *speaking*

Rubrik Penilaian untuk *Speaking* berbentuk *dialog*

Aspek	Skor	Uraian
Ucapan	3	Benar semua, sesuai dengan standar ucapan
	2	Hampir semua benar dengan dua, tiga kata kurang tepat.
	1	Banyak membuat kesalahan.
Tekanan	3	Benar semua, sesuai dengan aturan yang berlaku.
	2	Hampir semua benar dengan beberapa yang kurang tepat.
	1	Banyak yang kurang tepat.
Intonasi	3	Benar semua, sesuai dengan aturan yang berlaku.
	2	Benar dengan satu atau dua intonasi kurang pas.
	1	Banyak intonasi yang kurang pas.
Kelancaran	3	Lancar tanpa hambatan.
	2	Lancar dengan sesekali ragu.
	1	Tersendat-sendat.

Rubrik Penilaian *Speaking* berbentuk *wacana seperti telling story, speech, debat, dll.*

No	Aspects	5	4	3	2	1
		Excellent	Good	Fair	Poor	Very Poor
1	Fluency	Very smooth with no pauses	Smooth enough with very few pauses	Normal speed with few pauses	Slow pace with frequent pauses	The pace is very slow with too many pauses
2	Accuracy	Excellent grammar (Complex noun phrase) with various words used (correctness 81%-100%)	Very few mistakes in grammar with enough variety of vocabulary (correctness 61%-80%)	Few mistakes in grammar with very sufficient vocabulary but still understandable (correctness 41%-60%)	Several mistakes in grammar with very limited vocabulary but still understandable (correctness 41%-60%)	Very poor diction and grammar which lead to misunderstanding (correctness 0%-40%)

No	Aspects	5	4	3	2	1
		Excellent	Good	Fair	Poor	Very Poor
3	Clarity	<i>Very clear articulation with good pronunciation</i>	<i>Good pronunciation with very mistakes and clear articulation</i>	<i>Few mistakes in pronunciation with inconsistent articulation but still understandable</i>	<i>Several mistakes in pronunciation with inconsistent articulation which lead to difficult understanding</i>	<i>Many mistakes in pronunciation with unclear articulation and difficult to understand</i>
4	Intonation	<i>Correct intonation/tone for the words/phrases/sentences with lead to appropriate the intended meaning</i>	<i>Very few mistakes in intonation/tone for the words/phrases/sentences with lead to appropriate the intended meaning</i>	<i>Few mistakes in intonation/tone which interfere the intended meaning</i>	<i>Several mistakes in intonation/tone which lead to misunderstanding of the intended meaning</i>	<i>No difference of intonation/tone for the words/phrases/sentences which lead to misunderstanding of the intended meaning</i>
5	Volume	<i>Speak very loudly that the audience in the class can hear</i>	<i>Speak loudly that most of the audience in the class can hear</i>	<i>Only audience from the middle to the front row can hear the voice</i>	<i>Speak softly that only very few the audience can hear clearly</i>	<i>Speak very softly that the audience cannot hear</i>
6	Content	<i>The content of the presentation contains very complete information (physical description) about the person being described and meet the purpose of the function of the spoken text</i>	<i>The content of the presentation contains complete information (physical description) about the person being described and meet the purpose of the function of the spoken text</i>	<i>The content of the presentation contains sufficient information (physical description) about the person being described and fairly meet the purpose of the function of the spoken text</i>	<i>The content of the presentation contains little information (physical description) about the person being described and almost does not meet the purpose of the function of the spoken text</i>	<i>The content of the presentation contains very little information (physical description) about the person being described and does not meet the purpose of the function of the spoken text</i>



### 3. Penilaian Otentik untuk *Reading*: Rubrik Penilaian *Reading*

No	Description	Score
1.	<i>Accurate gramma and content</i>	3
2.	<i>Accurate content, inaccurate grammar</i>	2
3.	<i>Inaccurate grammar and content</i>	1
4.	<i>No response</i>	0

### 4. Penilaian otentik untuk *writing*

Rubrik penilaian menulis dapat dilihat pada tabel berikut.

1	<i>Accuracy</i>	<i>Grammar</i>	20	16-20	Tata bahasa tepat
				10-15	Tata bahasa kurang tepat tetapi tidak mempengaruhi makna
				<10	Tata bahasa kurang tepat dan mempengaruhi makna
		<i>Vocabulary</i>	20	16-20	Pilihan kosa-kataTepat
				10-15	Pilihan kosa-kata kurang tepat tetapi tidak mempengaruhi makna
				<10	Pilihan kosakata kurang tepat dan mempengaruhi makna
		<i>Spelling</i>	15	11-15	Penulisan secara umum tepat
				6-10	Penulisan kurang tepat tetapi tidak mempengaruhi makna
				<5	Penulisan kurang tepat dan mempengaruhi makna
2	<i>Content</i>	<i>Coherency/Unity</i>	15	11-15	Hubungan antar gagasan jelas
				6-10	Hubungan antar gagasan kurang jelas tetapi tidak menghilangkan makna

				<5	Hubungan antar gagasan tidak jelas dan menghilangkan makna
		Content	30	20-30	Mengungkapkan makna dengan jelas
				11-20	Mengungkapkan makna tetapi kurang jelas
				<10	Mengungkapkan makna secara tidak jelas dan kehilangan makna

### G. Umpan Balik dan Tindak Lanjut

Jawablah pertanyaan-pertanyaan umpan balik di bawah ini untuk mengecek sejauh mana anda telah memahami materi ini.

Apakah anda telah dapat:

1. menentukan teknik & aspek penilaian keterampilan menyimak?
2. menentukan teknik & aspek penilaian keterampilan berbicara?
3. menentukan teknik & aspek penilaian keterampilan membaca?
4. menentukan teknik & aspek penilaian keterampilan menulis?

**Reflection.** Setelah anda mempelajari kegiatan belajar ini, lakukanlah refleksi. Tuliskanlah hal-hal berikut:

1. Hal-hal apa yang telah anda pahami?

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2. Hal-hal apa yang belum anda pahami?

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3. Hal-hal apa yang perlu anda lakukan untuk menindaklanjutinya?

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## **H. Kunci Jawaban Latihan/Kasus/Tugas**

### **Soal Latihan.**

1. Penilaian otentik dapat dikembangkan dengan cara mengkaji kompetensi dasar, Pengembangan silabus penilaian, Proses implementasi, Pencatatan, pengolahan, dan tindak lanjut dan pelaporan.
2. Ciri- Ciri Penilaian otentik adalah (1) fokus pada materi yang penting, ide-ide besar atau kecapan-kecakapan khusus, (2) merupakan penilaian yang mendalam, (3) mudah dilakukan di kelas atau di lingkungan sekolah, (4) menekankan pada kualitas produk atau kinerja dari pada jawaban tunggal, (5) dapat mengembangkan kekuatan dan penguasaan materi pembelajaran pada siswa, (6) memiliki kriteria yang sudah diketahui, dimengerti dan dinegosiasi oleh siswa dan guru sebelum penilaian dimulai, (7) menyediakan banyak cara yang memungkinkan siswa dapat menunjukkan bahwa ia telah memenuhi kriteria yang telah ditetapkan; dan (8) pemberian skor penilaian didasarkan pada esensi tugas.

## PENUTUP

Modul Guru Pembelajar Mata Pelajaran Bahasa Inggris SMA Kelompok Kompetensi H berisi kompetensi profesional: *Learning News Item*, yang diharapkan dapat dimanfaatkan oleh guru pembelajar sebagai sarana peningkatan mutu. Dibutuhkan keseriusan dan keaktifan guru untuk dapat menyelesaikan modul ini hingga akhir.

Kami menyadari modul ini masih banyak kekurangan. Kami mengharapkan saran dan kritik demi perbaikan modul ini di masa akan datang.

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## GLOSARIUM

Evaluasi	: proses untuk menggambarkan, memperoleh atau menghasilkan informasi yang berguna untuk mempertimbangkan suatu keputusan.
Penilaian	: proses mengumpulkan, merekam, menafsirkan, menggunakan, dan melaporkan informasi tentang kemajuan siswa dan pencapaiannya dalam mengembangkan pengetahuan, sikap dan keterampilan
Penilaian Autentik	istilah yang diciptakan menjelaskan berbagai metode penilaian alternatif yang memungkinkan siswa dapat mendemonstrasikan kemampuannya dalam menyelesaikan tugas-tugas dan menyelesaikan masalah.

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