

SERTIFIKASI GURU



PENDIDIKAN DAN LATIHAN PROFESI GURU (PLPG) SERTIFIKASI GURU DALAM JABATAN TAHUN 2008

**PANITIA SERTIFIKASI GURU RAYON XII
UNIVERSITAS NEGERI SEMARANG
TAHUN 2008**



**REKTOR
UNIVERSITAS NEGERI SEMARANG**

SAMBUTAN REKTOR

Assalamu'alaikum Warahmatullahi Wabarakatuh
Salam sejahtera untuk kita semua.

Puji syukur tidak putus selalu kami panjatkan kepada Tuhan Yang Maha Esa, dzat yang maha tinggi, atas rakhmat dan ilmuNya yang diturunkan kepada umat manusia.

Sertifikasi guru sebagai upaya peningkatan mutu guru yang diikuti dengan peningkatan kesejahteraan guru, diharapkan dapat meningkatkan mutu pembelajaran yang pada akhirnya meningkatkan mutu pendidikan di Indonesia secara berkelanjutan. Sesuai dengan Peraturan Menteri Pendidikan Nasional No. 18 Tahun 2007, pelaksanaan uji sertifikasi bagi guru dalam jabatan dilaksanakan melalui portofolio.

Berdasarkan prosedur pelaksanaan portofolio, bagi peserta yang belum dinyatakan lulus, LPTK Rayon merekomendasikan alternatif : (1) melakukan kegiatan mandiri untuk melengkapi kekurangan dokumen portofolio atau (2) mengikuti Pendidikan dan Pelatihan Profesi Guru (PLPG) yang diakhiri dengan ujian.

Penyelenggaraan PLPG telah distandardisasikan oleh Konsorsium Sertifikasi Guru (KSG) Jakarta dalam bentuk pedoman PLPG secara Nasional. Berbagai upaya telah dilakukan oleh Panitia Sertifikasi Guru (PSG) Rayon 12 dalam rangka standardisasi penyelenggaraan PLPG mulai penyediaan tempat, ruang kelas, jumlah jam, sistem penilaian, kualitas instruktur dan ketersediaan bahan ajar. Bahan ajar yang ada di tangan Saudara ini salah satu upaya PSG Rayon 12 dalam memenuhi

standard pelaksanaan PLPG secara nasional untuk itu saya menyambut dengan baik atas terbitnya Bahan Ajar PLPG ini.

Sukses PLPG tidak hanya tergantung ketersediaan buku, kualitas instruktur, sarana prasarana yang disediakan namun lebih daripada itu adalah kesiapan peserta baik mental maupun fisik, untuk itu harapan saya para peserta PLPG telah menyiapkannya dengan baik sejak keberangkatannya dari rumah masing-masing.

Pada kesempatan ini ijin saya, memberikan penghargaan yang tinggi kepada Dosen/Instruktur yang telah berkontribusi dan berusaha menyusun buku ini, agar dapat membantu guru menempuh program PLPG dalam rangka sertifikasi guru. Buku ini menggunakan pilihan bahasa yang sederhana dan mudah dipahami sehingga pembaca dapat menikmatinya dengan seksama.

Akhirnya kepada khalayak pembaca saya ucapkan selamat menikmati buku ini, semoga dapat memperoleh manfaat yang sebanyak-banyaknya.

Rektor Universitas Negeri Semarang



Sudijono Sastroatmodjo

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PENDAHULUAN

Fakta tentang kualitas guru menunjukkan bahwa sedikitnya 50 persen guru di Indonesia tidak memiliki kualitas sesuai standardisasi pendidikan nasional (SPN). Berdasarkan catatan *Human Development Index (HDI)*, fakta ini menunjukkan bahwa mutu guru di Indonesia belum memadai untuk melakukan perubahan yang sifatnya mendasar pada pelaksanaan kurikulum berbasis kompetensi (KBK). Dari data statistik HDI terdapat 60% guru SD, 40% SMP, 43% SMA, 34% SMK dianggap belum layak untuk mengajar di jenjang masing-masing. Selain itu, 17,2% guru atau setara dengan 69.477 guru mengajar bukan pada bidang studinya. Dengan demikian, kualitas SDM guru kita adalah urutan 109 dari 179 negara di dunia. Untuk itu, perlu dibangun landasan kuat untuk meningkatkan kualitas guru dengan standardisasi rata-rata bukan standardisasi minimal (Toharudin 2006:1). Pernyataan ini juga diperkuat oleh Rektor UNJ sebagai berikut.

"Saat ini baru 50 persen dari guru se-Indonesia yang memiliki standardisasi dan kompetensi. Kondisi seperti ini masih dirasa kurang. Sehingga kualitas pendidikan kita belum menunjukkan peningkatan yang signifikan," (Sutjipto dalam *Jurnalnet*, 16/10/2005).

Fakta lain yang diungkap oleh Ditjen Peningkatan Mutu Pendidik dan Tenaga Kependidikan, Dr. Fasli Djalal, bahwa sejumlah guru mendapatkan nilai nol untuk materi mata pelajaran yang sesungguhnya mereka ajarkan kepada murid-muridnya. Fakta itu terungkap berdasarkan ujian kompetensi yang dilakukan terhadap tenaga kependidikan tahun 2004 lalu. Secara nasional, penguasaan materi pelajaran oleh guru ternyata tidak mencapai 50 persen dari seluruh materi keilmuan yang harus menjadi kompetensi guru. Beliau juga mengatakan skor mentah yang diperoleh guru untuk semua jenis pelajaran juga memprihatinkan. Guru PPKN, sejarah, bahasa Indonesia, bahasa Inggris, matematika, fisika, biologi, kimia, ekonomi, sosiologi, geografi, dan pendidikan seni

hanya mendapatkan skor sekitar 20-an dengan rentang antara 13 hingga 23 dari 40 soal. "Artinya, rata-rata nilai yang diperoleh adalah 30 hingga 46 untuk skor nilai tertinggi 100," (Tempo Interaktif, 5 Januari 2006).

Mengacu pada data kasar kondisi guru saat ini tentulah kita sangat prihatin dengan buruknya kompetensi guru itu. Padahal, memasuki tahun 2006 tuntutan minimal kepada siswa untuk memenuhi syarat kelulusan harus menguasai 42,5 persen. Untuk itu, layak kiranya pada tulisan ini dicari format bagaimanakah seharusnya mengembangkan guru yang profesional?

A. Guru sebagai Profesi

Djojonegoro (1998:350) menyatakan bahwa profesionalisme dalam suatu pekerjaan atau jabatan ditentukan oleh tiga faktor penting, yaitu: (1) memiliki keahlian khusus yang dipersiapkan oleh program pendidikan keahlian atau spesialisasi, (2) kemampuan untuk memperbaiki kemampuan (keterampilan dan keahlian khusus) yang dimiliki, (3) penghasilan yang memadai sebagai imbalan terhadap keahlian yang dimiliki itu. Menurut Vollmer & Mills (1991:4) profesi adalah sebuah pekerjaan/jabatan yang memerlukan kemampuan intelektual khusus, yang diperoleh melalui kegiatan belajar dan pelatihan untuk menguasai keterampilan atau keahlian dalam melayani atau memberikan advis pada orang lain dengan memperoleh upah atau gaji dalam jumlah tertentu.

Usman (1990:4) mengatakan bahwa guru merupakan suatu profesi yang artinya suatu jabatan atau pekerjaan yang memerlukan keahlian khusus sebagai guru. Suatu profesi memiliki persyaratan tertentu, yaitu: (1) menuntut adanya keterampilan yang mendasarkan pada konsep dan teori ilmu pengetahuan yang mendasar, (2) menekankan pada suatu keahlian dalam bidang tertentu sesuai dengan profesinya, (3) menuntut tingkat pendidikan yang memadai, (4) menuntut adanya kepekaan terhadap dampak kemasyarakatan dari

pekerjaan yang dilaksanakan, (5) memungkinkan perkembangan sejalan dengan dinamika kehidupan, (6) memiliki kode etik sebagai acuan dalam melaksanakan tugas dan fungsinya, (7) memiliki obyek tetap seperti dokter dengan pasiennya, guru dengan siswanya, dan (8) diakui di masyarakat karena memang diperlukan jasanya di masyarakat.

Pengertian di atas menunjukkan bahwa unsur-unsur terpenting dalam sebuah profesi adalah penguasaan sejumlah kompetensi sebagai keahlian khusus, yang diperoleh melalui pendidikan dan pelatihan khusus, untuk melaksanakan pembelajaran secara efektif dan efisien. Kompetensi guru berkaitan dengan profesionalisme adalah guru yang kompeten (memiliki kemampuan) di bidangnya. Karena itu kompetensi profesionalisme guru dapat diartikan sebagai kemampuan memiliki keahlian dan kewenangan dalam menjalankan profesi keguruan.

B. Kompetensi Guru

Sejalan dengan uraian pengertian kompetensi guru di atas, Sahertian (1990:4) mengatakan kompetensi adalah pemilikan, penguasaan, keterampilan dan kemampuan yang dituntut jabatan seseorang. Oleh sebab itu seorang calon guru agar menguasai kompetensi guru dengan mengikuti pendidikan khusus yang diselenggarakan oleh LPTK. Kompetensi guru untuk melaksanakan kewenangan profesionalnya, mencakup tiga komponen sebagai berikut: (1) kemampuan kognitif, yakni kemampuan guru menguasai pengetahuan serta keterampilan/keahlian kependidikan dan pengetahuan materi bidang studi yang diajarkan, (2) kemampuan afektif, yakni kemampuan yang meliputi seluruh fenomena perasaan dan emosi serta sikap-sikap tertentu terhadap diri sendiri dan orang lain, (3) kemampuan psikomotor, yakni kemampuan yang berkaitan dengan keterampilan atau kecakapan yang bersifat jasmaniah yang

pelaksanaannya berhubungan dengan tugas-tugasnya sebagai pengajar.

Dalam UU Guru dan Dosen disebutkan bahwa kompetensi guru mencakup kompetensi pedagogik, kepribadian, profesional dan sosial sesuai dengan Standar Nasional Pendidikan yang diperoleh melalui pendidikan profesi guru setelah program sarjana atau D4. Kompetensi pribadi meliputi: (1) pengembangan kepribadian, (2) berinteraksi dan berkomunikasi, (3) melaksanakan bimbingan dan penyuluhan, (4) melaksanakan administrasi sekolah, (5) melaksanakan tulisan sederhana untuk keperluan pengajaran.

1. Kompetensi Profesional

Profesi adalah suatu jabatan atau pekerjaan yang menuntut keahlian (*expertise*) para anggotanya. Artinya pekerjaan itu tidak bisa dilakukan oleh sembarang orang yang tidak terlatih dan tidak disiapkan secara khusus untuk melakukan pekerjaan itu. Profesional menunjuk pada dua hal, yaitu (1) orang yang menyandang profesi, (2) penampilan seseorang dalam melakukan pekerjaan sesuai dengan profesinya (seperti misalnya dokter).

Makmum (1996: 82) menyatakan bahwa *teacher performance* diartikan kinerja guru atau hasil kerja atau penampilan kerja. Secara konseptual dan umum penampilan kerja guru itu mencakup aspek-aspek; (1) kemampuan profesional, (2) kemampuan sosial, dan (3) kemampuan personal.

Johnson (dalam Sanusi, 1991:36) menyatakan bahwa standar umum itu sering dijabarkan sebagai berikut; (1) kemampuan profesional mencakup, (a) penguasaan materi pelajaran, (b) penguasaan penghayatan atas landasan dan wawasan kependidikan dan keguruan, dan (c) penguasaan proses-proses pendidikan. (2) kemampuan sosial mencakup kemampuan untuk menyesuaikan diri kepada tuntutan kerja dan lingkungan sekitar pada waktu

membawakan tugasnya sebagai guru. (3) kemampuan personal (pribadi) yang beraspek afektif mencakup, (a) penampilan sikap positif terhadap keseluruhan tugas sebagai guru, (b) pemahaman, penghayatan, dan penampilan nilai-nilai yang seyogyanya dianut oleh seorang guru, dan (c) penampilan untuk menjadikan dirinya sebagai panutan dan keteladanan bagi peserta didik.

2. Kompetensi Kepribadian

Kompetensi kepribadian menurut Suparno (2002:47) adalah mencakup kepribadian yang utuh, berbudi luhur, jujur, dewasa, beriman, bermoral; kemampuan mengaktualisasikan diri seperti disiplin, tanggung jawab, peka, objektif, luwes, berwawasan luas, dapat berkomunikasi dengan orang lain; kemampuan mengembangkan profesi seperti berpikir kreatif, kritis, reflektif, mau belajar sepanjang hayat, dapat ambil keputusan dll. (Depdiknas,2001). Kemampuan kepribadian lebih menyangkut jati diri seorang guru sebagai pribadi yang baik, tanggung jawab, terbuka, dan terus mau belajar untuk maju.

Yang pertama ditekankan adalah guru itu *bermoral dan beriman*. Hal ini jelas merupakan kompetensi yang sangat penting karena salah satu tugas guru adalah membantu anak didik yang bertaqwa dan beriman serta menjadi anak yang baik. Bila guru sendiri tidak beriman kepada Tuhan dan tidak bermoral, maka menjadi sulit untuk dapat membantu anak didik beriman dan bermoral. Bila guru tidak percaya akan Allah, maka proses membantu anak didik percaya akan lebih sulit. Disini guru perlu menjadi teladan dalam beriman dan bertaqwa. Pernah terjadi seorang guru beragama berbuat skandal sex dengan muridnya, sehingga para murid yang lain tidak percaya kepadanya lagi. Para murid tidak dapat mengerti bahwa seorang guru yang mengajarkan moral, justru ia sendiri tidak bermoral. Syukurlah guru itu akhirnya dipecat dari sekolah.

Yang kedua, guru harus mempunyai aktualisasi diri yang tinggi. Aktualisasi diri yang sangat penting adalah *sikap bertanggungjawab*. Seluruh tugas pendidikan dan bantuan kepada anak didik memerlukan tanggungjawab yang besar. Pendidikan yang menyangkut perkembangan anak didik tidak dapat dilakukan seenaknya, tetapi perlu direncanakan, perlu dikembangkan dan perlu dilakukan dengan tanggungjawab. Meskipun tugas guru lebih sebagai fasilitator, tetapi tetap bertanggung jawab penuh terhadap perkembangan siswa. Dari pengalaman lapangan pendidikan anak menjadi rusak karena beberapa guru tidak bertanggungjawab. Misalnya, terjadi pelecehan seksual guru terhadap anak didik, guru meninggalkan kelas seenaknya, guru tidak mempersiapkan pelajaran dengan baik, guru tidak berani mengarahkan anak didik, dll.

Kemampuan untuk *berkomunikasi* dengan orang lain sangat penting bagi seorang guru karena tugasnya memang selalu berkaitan dengan orang lain seperti anak didik, guru lain, karyawan, orang tua murid, kepala sekolah dll. Kemampuan ini sangat penting untuk dikembangkan karena dalam pengalaman, sering terjadi guru yang sungguh pandai, tetapi karena kemampuan komunikasi dengan siswa tidak baik, ia sulit membantu anak didik maju. Komunikasi yang baik akan membantu proses pembelajaran dan pendidikan terutama pada pendidikan tingkat dasar sampai menengah.

Kedisiplinan juga menjadi unsur penting bagi seorang guru. Kedisiplinan ini memang menjadi kelemahan bangsa Indonesia, yang perlu diberantas sejak bangku sekolah dasar. Untuk itu guru sendiri harus hidup dalam kedisiplinan sehingga anak didik dapat meneladannya. Di lapangan sering terlihat beberapa guru tidak disiplin mengatur waktu, seenaknya bolos; tidak disiplin dalam mengoreksi pekerjaan siswa sehingga siswa tidak mendapat masukan dari pekerjaan mereka. Ketidakdisiplinan guru tersebut membuat siswa ikut-ikutan suka bolos dan tidak tepat mengumpulkan pekerjaan

rumah. Yang perlu diperhatikan di sini adalah, meski guru sangat disiplin, ia harus tetap membangun komunikasi dan hubungan yang baik dengan siswa. Pendidikan dan perkembangan pengetahuan di Indonesia kurang cepat salah satunya karena disiplin yang kurang tinggi termasuk disiplin dalam mengembangkan ilmu pengetahuan dan dalam belajar.

Yang ketiga adalah sikap mau mengembangkan pengetahuan. Guru bila tidak ingin ketinggalan jaman dan juga dapat membantu anak didik terus terbuka terhadap kemajuan pengetahuan, mau tidak mau harus mengembangkan sikap ingin terus maju dengan terus belajar. Di jaman kemajuan ilmu pengetahuan sangat cepat seperti sekarang ini, guru dituntut untuk terus belajar agar pengetahuannya tetap segar. Guru tidak boleh berhenti belajar karena merasa sudah lulus sarjana.

3. Kompetensi Paedagogik

Selanjutnya kemampuan paedagogik menurut Suparno (2002:52) disebut juga kemampuan dalam pembelajaran atau pendidikan yang memuat pemahaman akan sifat, ciri anak didik dan perkembangannya, mengerti beberapa konsep pendidikan yang berguna untuk membantu siswa, menguasai beberapa metodologi mengajar yang sesuai dengan bahan dan perkembangan siswa, serta menguasai sistem evaluasi yang tepat dan baik yang pada gilirannya semakin meningkatkan kemampuan siswa.

Pertama, sangat jelas bahwa guru perlu mengenal anak didik yang mau dibantunya. Guru diharapkan memahami sifat-sifat, karakter, tingkat pemikiran, perkembangan fisik dan psikis anak didik. Dengan mengerti hal-hal itu guru akan mudah mengerti kesulitan dan kemudahan anak didik dalam belajar dan mengembangkan diri. Dengan demikian guru akan lebih mudah membantu siswa berkembang. Untuk itu diperlukan pendekatan yang baik, tahu ilmu

psikologi anak dan perkembangan anak dan tahu bagaimana perkembangan pengetahuan anak. Biasanya selama kuliah di FKIP guru mendalami teori-teori psikologi tersebut. Namun yang sangat penting adalah memahami anak secara tepat di sekolah yang nyata.

Kedua, guru perlu juga menguasai beberapa teori tentang pendidikan terlebih pendidikan di jaman modern ini. Oleh karena sistem pendidikan di Indonesia lebih dikembangkan kearah pendidikan yang demokratis, maka teori dan filsafat pendidikan yang lebih bersifat demokratis perlu didalami dan dikuasai. Dengan mengerti bermacam-macam teori pendidikan, diharapkan guru dapat memilih mana yang paling baik untuk membantu perkembangan anak didik. Oleh karena guru kelaslah yang sungguh mengerti situasi kongrit siswa mereka, diharapkan guru dapat meramu teori-teori itu sehingga cocok dengan situasi anak didik yang diasuhnya. Untuk itu guru diharapkan memiliki kreatifitas untuk selalu menyesuaikan teori yang digunakan dengan situasi belajar siswa secara nyata.

Ketiga, guru juga diharapkan memahami bermacam-macam model pembelajaran. Dengan semakin mengerti banyak model pembelajaran, maka dia akan lebih mudah mengajar pada anak sesuai dengan situasi anak didiknya. Dan yang tidak kalah penting dalam pembelajaran adalah guru dapat membuat evaluasi yang tepat sehingga dapat sungguh memantau dan mengerti apakah siswa sungguh berkembang seperti yang direncanakan sebelumnya. Apakah proses pendidikan sudah dilaksanakan dengan baik dan membantu anak berkembang secara efisien dan efektif.

Kompetensi profesional meliputi: (1) menguasai landasan pendidikan, (2) menguasai bahan pembelajaran, (3) menyusun program pembelajaran, (4) melaksanakan program pembelajaran, dan (5) menilai proses serta hasil pembelajaran.

4. Kompetensi Sosial

Kompetensi sosial meliputi: (1) memiliki empati pada orang lain, (2) memiliki toleransi pada orang lain, (3) memiliki sikap dan kepribadian yang positif serta melekat pada setiap kompetensi yang lain, dan (4) mampu bekerja sama dengan orang lain.

Menurut Gardner (1983) dalam Sumardi (Kompas, 18 Maret 2006) kompetensi sosial itu sebagai *social intelligence* atau kecerdasan sosial. Kecerdasan sosial merupakan salah satu dari sembilan kecerdasan (logika, bahasa, musik, raga, ruang, pribadi, alam, dan kuliner) yang berhasil diidentifikasi oleh Gardner.

Semua kecerdasan itu dimiliki oleh seseorang. Hanya saja, mungkin beberapa di antaranya menonjol, sedangkan yang lain biasa atau bahkan kurang. Unikny lagi, beberapa kecerdasan itu bekerja secara padu dan simultan ketika seseorang berpikir dan atau mengerjakan sesuatu (Amstrong, 1994).

Sehubungan dengan apa yang dikatakan oleh Amstrong itu ialah bahwa walau kita membahas dan berusaha mengembangkan kecerdasan sosial, kita tidak boleh melepaskannya dengan kecerdasan-kecerdasan yang lain. Hal ini sejalan dengan kenyataan bahwa dewasa ini banyak muncul berbagai masalah sosial kemasyarakatan yang hanya dapat dipahami dan dipecahkan melalui pendekatan holistik, pendekatan komprehensif, atau pendekatan multidisiplin.

Kecerdasan lain yang terkait erat dengan kecerdasan sosial adalah kecerdasan pribadi (*personal intelligence*), lebih khusus lagi kecerdasan emosi atau *emotional intelligence* (Goleman, 1995). Kecerdasan sosial juga berkaitan erat dengan kecerdasan keuangan (Kiyosaki, 1998). Banyak orang yang terkerdilkan kecerdasan sosialnya karena impitan kesulitan ekonomi.

Dewasa ini mulai disadari betapa pentingnya peran kecerdasan sosial dan kecerdasan emosi bagi seseorang dalam usahanya meniti

karier di masyarakat, lembaga, atau perusahaan. Banyak orang sukses yang kalau kita cermati ternyata mereka memiliki kemampuan bekerja sama, berempati, dan pengendalian diri yang menonjol.

Dari uraian dan contoh-contoh di atas dapat kita singkatkan bahwa kompetensi sosial adalah kemampuan seseorang berkomunikasi, bergaul, bekerja sama, dan memberi kepada orang lain. Inilah kompetensi sosial yang harus dimiliki oleh seorang pendidik yang diamanatkan oleh UU Guru dan Dosen, yang pada gilirannya harus dapat ditularkan kepada anak-anak didiknya.

Untuk mengembangkan kompetensi sosial seseorang pendidik, kita perlu tahu target atau dimensi-dimensi kompetensi ini. Beberapa dimensi ini, misalnya, dapat kita saring dari konsep *life skills* (www.lifeskills4kids.com). Dari 35 *life skills* atau kecerdasan hidup itu, ada 15 yang dapat dimasukkan ke dalam dimensi kompetensi sosial, yaitu: (1) kerja tim, (2) melihat peluang, (3) peran dalam kegiatan kelompok, (4) tanggung jawab sebagai warga, (5) kepemimpinan, (6) relawan sosial, (7) kedewasaan dalam rekreasi, (8) berbagi, (9) berempati, (10) kepedulian kepada sesama, (11) toleransi, (12) solusi konflik, (13) menerima perbedaan, (14) kerja sama, dan (15) komunikasi.

Kelima belas kecerdasan hidup ini dapat dijadikan topik silabus dalam pembelajaran dan pengembangan kompetensi sosial bagi para pendidik dan calon pendidik. Topik-topik ini dapat dikembangkan menjadi materi ajar yang dikaitkan dengan kasus-kasus yang aktual dan relevan atau kontekstual dengan kehidupan masyarakat kita.

Dari uraian tentang profesi dan kompetensi guru, menjadi jelas bahwa pekerjaan/jabatan guru adalah sebagai profesi yang layak mendapatkan penghargaan, baik finansial maupun non finansial.

C. Memimpikan Guru yang Profesional

Untuk memperbaiki kualitas pendidikan, pemerintah telah memberikan perhatian khusus dengan merumuskan sebuah Undang-Undang yang mengatur profesi guru dan dosen. Dalam pembahasan rancangan Undang-Undang ini (hingga disahkan pada 6 Desember 2005) tersirat keinginan Pemerintah untuk memperbaiki wajah suram nasib guru dari sisi kesejahteraan dan profesionalisme. Jumlah guru di Indonesia saat ini 2,2 juta orang, dan hanya sebagian kecil guru dari sekolah negeri dan sekolah elit yang hidup berkecukupan. Mengandalkan penghasilan dan profesi guru, jauh dari cukup sehingga tidak sedikit guru yang mencari tambahan untuk memenuhi kebutuhan hidup.

Sertifikasi kompetensi guru sebagai tindak lanjut dari Undang-Undang ini menyisakan persoalan sebagaimana disampaikan Mendiknas pada media masa pada saat pengesahan Undang-Undang ini, antara lain kesepahaman akan ukuran uji kompetensi guru. Sejak awal gagasan pembuatan RUU Guru dan Dosen dilatarbelakangi oleh komitmen bersama untuk mengangkat martabat guru dalam memajukan pendidikan nasional, dan menjadikan profesi ini menjadi pilihan utama bagi generasi guru berikutnya (Situmorang dan Budyanto 2005:1).

Guru, peserta didik, dan kurikulum merupakan tiga komponen utama pendidikan. Ketiga komponen ini saling terkait dan saling mempengaruhi, serta tidak dapat dipisahkan antara satu komponen dengan komponen yang lainnya. Dari ketiga komponen tersebut, faktor gurulah yang dinilai sebagai satu faktor yang paling penting dan strategis, karena di tangan para gurulah proses belajar dan mengajar dilaksanakan, baik di dalam dan di luar sekolah dengan menggunakan bahan ajar, baik yang terdapat di dalam kurikulum nasional maupun kurikulum lokal.

Untuk melaksanakan proses belajar dan mengajar secara efektif, guru harus memiliki kemampuan profesionalisme yang dapat diandalkan. Kemampuan profesionalisme yang handal tersebut tidak dibawa sejak lahir oleh calon guru, tetapi harus dibangun, dibentuk, dipupuk dan dikembangkan melalui satu proses, strategi, kebijakan dan program yang tepat. Proses, strategi, kebijakan, dan program pembinaan guru di masa lalu perlu dirumuskan kembali (Suparlan 2006:1).

James M. Cooper, dalam tulisannya bertajuk "*The teachers as a Decision Maker*", mengawali dengan satu pertanyaan menggelitik "*what is teacher?*". Cooper menjawab pertanyaan itu dengan menjelaskan tentang guru dari aspek pelaksanaan tugasnya sebagai tenaga profesional. Demikian pula, Dedi Supriadi dalam bukunya yang bertajuk "*Mengangkat Citra dan Martabat Guru*" telah menjelaskan (secara amat jelas) tentang makna profesi, profesional, profesionalisme, dan profesionalitas sebagai berikut ini **Profesi** menunjuk pada suatu pekerjaan atau jabatan yang menuntut keahlian, tanggung jawab, dan kesetiaan terhadap pekerjaan itu. Misalnya, guru sebagai profesi yang amat mulia. **Professional** menunjuk dua hal, yakni orangnya dan kinerja dalam melaksanakan tugas dan pekerjaannya. Sebagai contoh, seorang profesional muda, atau dia bekerja secara profesional. **Profesionalisme** menunjuk kepada derajat atau tingkat kinerja seseorang sebagai seorang profesional dalam melaksanakan profesi yang mulia itu.

Dalam UU Nomor 20 Tahun 2003 dinyatakan bahwa "*Pendidik merupakan tenaga profesional yang bertugas merencanakan dan melaksanakan proses pembelajaran, menilai hasil pembelajaran, melakukan pembimbingan dan pelatihan, serta melakukan tulisan dan pengabdian kepada masyarakat, terutama bagi pendidik pada perguruan tinggi*".

Sebagai tenaga profesional, guru memang dikenal sebagai salah satu jenis dari sekian banyak pekerjaan (*occupation*) yang memerlukan bidang keahlian khusus, seperti dokter, insinyur, dan bidang pekerjaan lain yang memerlukan bidang keahlian yang lebih spesifik. Dalam dunia yang sedemikian maju, semua bidang pekerjaan memerlukan adanya spesialisasi, yang ditandai dengan adanya standar kompetensi tertentu, termasuk guru.

Guru merupakan tenaga profesional dalam bidang pendidikan dan pengajaran. Westby-Gybson (1965), Soerjadi (2001:1-2) menyebutkan beberapa persyaratan suatu pekerjaan disebut sebagai profesi. **Pertama**, adanya pengakuan oleh masyarakat dan pemerintah mengenai bidang layanan tertentu yang hanya dapat dilakukan karena keahlian tertentu dengan kualifikasi tertentu yang berbeda dengan profesi lain. **Kedua**, bidang ilmu yang menjadi landasan teknik dan prosedur kerja yang unik. **Ketiga**, memerlukan persiapan yang sengaja dan sistematis sebelum orang mengerjakan pekerjaan profesional tersebut. **Keempat**, memiliki mekanisme yang diperlukan untuk melakukan seleksi secara efektif, sehingga yang dianggap kompetitiflah yang diperbolehkan dalam melaksanakan bidang pekerjaan tersebut. **Kelima**, memiliki organisasi profesi yang, di samping melindungi kepentingan anggotanya, juga berfungsi untuk meyakinkan agar para anggotanya menyelenggarakan layanan keahlian yang terbaik yang dapat diberikan (Suparlan, 2004:2).

Profesionalisme guru didukung oleh tiga hal, yakni (1) keahlian, (2) komitmen, dan (3) keterampilan (Supriadi 1998:96). Untuk dapat melaksanakan tugas profesionalnya dengan baik, pemerintah sejak lama telah berupaya untuk merumuskan perangkat standar kompetensi guru. Dapat dianalogikan dengan pentingnya hakim dan Undang-Undang, yang menyatakan bahwa, 'berilah aku hakim dan jaksa yang baik, yang dengan undang-undang yang kurang baik sekalipun akan dapat dihasilkan keputusan yang baik', maka kaidah itu dapat

dianalogikan dengan pentingnya guru, yakni dengan ungkapan bijak 'berilah aku guru yang baik, dan dengan kurikulum yang kurang baik sekali pun aku akan dapat menghasilkan peserta didik yang baik'. Artinya, bahwa aspek kualitas hakim dan jaksa masih jauh lebih penting dibandingkan dengan aspek undang-undangnya. Hal yang sama, aspek guru masih lebih penting dibandingkan aspek kurikulum. Sama dengan manusia dengan senjatanya, yang terpenting adalah manusianya, '*man behind the gun*'.

Untuk menggambarkan guru profesional, Supriadi mengutip laporan dari Jurnal *Educational Leadership* edisi Maret 1993, bahwa guru profesional dituntut memiliki lima hal. *Pertama*, guru mempunyai komitmen pada siswa dan proses belajarnya. Ini berarti bahwa komitmen tertinggi guru adalah kepada kepentingan siswa. *Kedua*, guru menguasai secara mendalam bahan/materi pelajaran yang diajarkannya serta cara mengajarkannya kepada para siswa. Bagi guru hal ini merupakan dua hal yang tidak dapat dipisahkan. *Ketiga*, guru bertanggung jawab memantau hasil belajar siswa melalui berbagai teknik evaluasi, mulai cara pengamatan dalam perilaku siswa sampai tes hasil belajar. *Keempat*, guru mampu berpikir sistematis tentang apa yang dilakukannya, dan belajar dari pengalamannya. *Kelima*, guru seyogyanya merupakan bagian dari masyarakat belajar dalam lingkungan profesinya, misalnya di PGRI dan organisasi profesi lainnya. Apabila kelima hal tersebut dapat dimiliki oleh guru, maka guru tersebut dapat disebut sebagai tenaga dan pendidik yang benar-benar profesional dalam menjalankan tugasnya (Supriadi 2003:14).

D. Standar Pengembangan Karir Guru

Mutu pendidikan amat ditentukan oleh kualitas gurunya. Mendiknas memberikan penegasan bahwa "guru yang utama" (Republika 10 Februari 2003). Belajar dapat dilakukan di mana saja, tetapi guru tidak dapat digantikan sepenuhnya oleh siapa atau alat apa

pun juga. Untuk membangun pendidikan yang bermutu, yang paling penting bukan membangun gedung sekolah atau sarana dan prasarannya, melainkan harus dengan upaya peningkatan proses pengajaran dan pembelajaran yang berkualitas, yakni proses pembelajaran yang menyenangkan, mengasyikkan, dan mencerdaskan. Hal ini hanya dapat dilakukan oleh guru yang bermutu.

Sebagai salah satu komponen utama pendidikan, guru harus memiliki tiga kualifikasi dasar: (1) menguasai materi atau bahan ajar, (2) antusiasme, dan (3) penuh kasih sayang (*loving*) dalam mengajar dan mendidik (Mas'ud 2003:194).

Peningkatan mutu guru merupakan upaya yang amat kompleks, karena melibatkan banyak komponen. Pekerjaan besar ini mulai dari proses yang menjadi tugas lembaga pendidikan prajabatan yang dikenal dengan LPTK. Ternyata, LPTK mengalami kesulitan besar ketika dihadapkan kepada masalah kualitas calon mahasiswa kelas dua yang akan dididik menjadi guru. Ketidakmampuan LPTK ternyata memang di luar tanggung jawabnya, karena masalah rendahnya mutu calon guru itu lebih disebabkan oleh rendahnya penghargaan terhadap profesi guru. Pada akhirnya orang mudah menebak, karena pada akhirnya menyangkut duit atau gaji dan penghargaan. Gaji dan penghargaan guru belum dapat disejajarkan dengan profesi lain, karena indikasi adanya mutu profesionalisme guru masih rendah. Terjadilah lingkaran setan yang sudah diketahui sebab akibatnya. Banyak orang menganggap bahwa gaji dan penghargaan terhadap guru menjadi penyebab atau *causa prima*-nya. Namun, ada orang yang berpendapat bahwa antara gaji dan dedikasi tidak dapat dipisahkan. Gaji akan mengikuti dedikasi. Di samping itu, gaji dan dedikasi terkait erat dengan faktor lain yang bernama kompetensi profesional. Jadi, selain memang harus dipikirkan dengan sungguh-sungguh upaya untuk meningkatkan gaji dan penghargaan kepada

guru, namun masih ada pekerjaan besar yang harus segera dilakukan, yakni meningkatkan dedikasi dan kompetensi guru.

Apakah yang dimaksud kompetensi? Istilah kompetensi memang bukan barang baru. Pada tahun 70-an, terkenal wacana akademis tentang apa yang disebut sebagai Pendidikan dan Pelatihan Berbasis Kompetensi atau *Competency-based Training and Education* (CBTE). Pada saat itu Direktorat Pendidikan Guru dan Tenaga Teknis (Dikgumentis) Dikdasmen pernah mengeluarkan “buku saku berwarna biru” tentang “sepuluh kompetensi guru”. Dua dekade kemudian, Direktorat Tenaga Kependidikan (Dit Tendik), nama baru Dikgumentis telah membentuk satu tim Penyusun Kompetensi Guru yang beranggotakan para pakar pendidikan yang tergabung dalam Konsorsium Pendidikan untuk menghasilkan produk kompetensi guru. Setelah sekitar dua tahun berjalan, tim itu telah dapat menghasilkan rendahnya kompetensi guru. Sementara itu, para penyelenggara pendidikan di kabupaten/kota telah menunggu kelahiran kompetensi guru itu. Bahkan mereka mendambakan adanya satu instrumen atau alat ukur yang akan mereka gunakan dalam melaksanakan *skill audit* dengan tujuan untuk menentukan tingkat kompetensi guru di daerah masing-masing.

Untuk menjelaskan pengertian tentang kompetensi itulah maka Gronzi (1997) dan Hager (1995) menjelaskan bahwa “*An integrated view sees competence as a complex combination of knowledge, attitudes, skill, and values displayed in the context of task performance*”. Secara sederhana dapat diartikan bahwa kompetensi guru merupakan kombinasi kompleks dari pengetahuan, sikap, keterampilan, dan nilai-nilai yang ditunjukkan oleh guru dalam konteks kinerja tugas yang diberikan kepadanya. Sejalan dengan definisi tersebut, Direktorat Profesi Pendidik Ditjen PMPTK, menjelaskan bahwa “Kompetensi diartikan sebagai pengetahuan, keterampilan, dan nilai-nilai yang direfleksikan dalam kebiasaan berpikir dan bertindak”.

Berdasarkan pengertian tersebut, standar kompetensi guru diartikan sebagai 'satu ukuran yang ditetapkan atau dipersyaratkan dalam bentuk penguasaan pengetahuan dan perilaku perbuatan bagi seorang guru agar berkelayakan untuk menduduki jabatan fungsional sesuai bidang tugas, kualifikasi, dan jenjang pendidikan' (Direktorat Profesi Pendidik, Diten PMPTK, 2005). Standar kompetensi guru terdiri atas tiga komponen yang saling mengait, yakni (1) pengelolaan pembelajaran, (2) pengembangan profesi, dan (3) penguasaan akademik. Ketiga standar kompetensi tersebut dijiwai oleh sikap dan kepribadian yang diperlukan untuk menunjang pelaksanaan tugas guru sebagai tenaga profesi. Ketiga komponen masing-masing terdiri atas dua kemampuan. Oleh karena itu, ketiga komponen tersebut secara keseluruhan meliputi 7 (tujuh) kompetensi, yaitu: (1) penyusunan rencana pembelajaran, (2) pelaksanaan interaksi belajar mengajar, (3) penilaian prestasi belajar peserta didik, (4) pelaksanaan tindak lanjut hasil penilaian prestasi belajar peserta didik, (5) pengembangan profesi, (6) pemahaman wawasan kependidikan, (7) penguasaan bahan kajian akademik.

Standar kompetensi guru SKS memiliki tujuan dan manfaat ganda. Standar kompetensi guru bertujuan 'untuk memperoleh acuan baku dalam pengukuran kinerja guru untuk mendapatkan jaminan kualitas proses pembelajaran' (SKG, Direktorat Tendik 2003:5). Di samping itu, Standar Kompetensi Guru bermanfaat untuk: (1) menjadi tolok ukur semua pihak yang berkepentingan di bidang pendidikan dalam rangka pembinaan, peningkatan kualitas dan penjenjangan karir guru, (2) meningkatkan kinerja guru dalam bentuk kreativitas, inovasi, keterampilan, kemandirian, dan tanggung jawab sesuai dengan jabatan profesinya (Direktorat Profesi Pendidik, PMPTK, 2005).

E. Pengembangan Karir Guru

Pada era sentralisasi pendidikan, pembinaan guru diatur secara terpusat oleh pemerintah, dalam hal ini Departemen Pendidikan Nasional melalui PGPS (Peraturan Gaji Pegawai Sipil) dan ketentuan lain tentang kenaikan pangkat dengan sistem kredit. Dalam pelaksanaan di lapangan ketentuan tersebut berjalan dengan berbagai penyimpangan. PGPS sering diplesetkan menjadi 'pinter goblok penghasilan sama' atau 'pandai pandir penghasilan sama'. Pelaksanaan kenaikan pangkat guru dengan sistem kredit pun sama. Kepala sekolah sering terpaksa menandatangani usul kenaikan pangkat guru hanya karena faktor 'kasihan'. Dengan kondisi seperti itu, ada sebagian kecil guru yang karena kapasitas pribadinya atau karena faktor lainnya dapat berubah atau meningkat karirnya menjadi kepala desa, anggota legeslatif, dan bahkan menjadi tenaga struktural di dinas pendidikan. Sedang sebagian besar lainnya mengalami nasib yang tidak menentu, antara lain karena belum ada kejelasan tentang standar pengembangan karir mereka.

Mengingat kondisi itulah maka pada tahun 1970-an dan 1980-an telah didirikan beberapa lembaga pendidikan dan pelatihan yang bernama Balai Penataran Guru (BPG), yang sekarang menjadi Lembaga Penjamin Mutu Pendidikan (LPMP) di setiap provinsi, dan Pusat Pengembangan Penataran Guru (PPPG) yang sekarang menjadi Pusat Pengembangan Profesi Pendidik dan Tenaga Kependidikan (P4TK) untuk pelbagai mata pelajaran dan bidang keahlian di beberapa daerah di Indonesia. Pada tahun 1970-an kegiatan '*up-grading*' guru mulai gencar dilaksanakan di BPG dan PPPG. Kegiatan itu pada umumnya dirancang oleh direktorat-direktorat di bawah pembinaan Direktorat Jenderal Pendidikan Dasar dan Menengah sekarang LPMP dan P4TK berada di bawah Ditjen PMPTK. Region-region penataran telah dibentuk di berbagai kawasan di Indonesia, dengan melibatkan antara direktorat terkait dengan

lembaga diklat (*preservice training*) dan lembaga pendidikan tenaga kependidikan (LPTK) sebagai lembaga *preservice training*, serta melibatkan juga peranan lembaga pendidikan sekolah sebagai *on the job training* yang dibina langsung oleh Kantor Wilayah Departemen pendidikan dan Kebudayaan yang ada di regionnya masing-masing.

Salah satu pola pembinaan guru melalui diklat ini adalah mengikuti pola Pembinaan kegiatan Guru (PKG), yang sistem penyelenggaraan diklatnya dinilai melibatkan elemen pendidikan yang lebih luas. Melalui pola PKG ini, para guru dapat diklasifikasikan sebagai berikut: (1) guru biasa, yakni guru baru atau guru yang belum pernah mengikuti penataran, atau baru sebatas ditatar di tingkat kecamatan atau sekolah, (2) guru Inti, guru yang telah ditatar di tingkat provinsi atau nasional dan memperoleh predikat yang sebagai penatar di tingkat kabupaten, kecamatan, dan sekolah, (3) instruktur, guru yang telah mengikuti kegiatan diklat TOT (*training of trainer*) di tingkat pusat atau nasional dan memperoleh predikat sebagai penatar di tingkat provinsi. Sebagian besar instruktur ini juga telah memperoleh pengalaman dalam mengikuti penataran di luar negeri, (4) pengelola sanggar, guru instruktur yang diberi tugas untuk mengelola Sanggar PKG, yakni tempat bertemunya para guru berdiskusi atau mengikuti penataran tingkat kabupaten atau sekolah, (5) kepala sekolah, yakni instruktur yang telah diangkat untuk menduduki jabatan sebagai kepala sekolah, (6) Pengawas sekolah, satu jenjang fungsional bagi guru yang telah menjabat sebagai kepala sekolah. Selain itu, para guru memiliki wadah pembinaan profesional melalui organisasi yang dikenal dengan Musyawarah Guru Mata Pelajaran (MGMP), sementara para kepala sekolah aktif dalam kegiatan Latihan Kerja Kepala Sekolah (LKKS), dan Latihan Kerja Pengawas Sekolah (LKPS) untuk pengawas sekolah. Kegiatan-kegiatan tersebut sebagian besar dilaksanakan di satu sanggar yang disebut sanggar PKG.

F. PENUTUP

Peningkatan kompetensi dan profesionalisme guru, oleh Depdiknas sekarang dikelola oleh Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan. Berbagai program peningkatan kompetensi dan profesionalisme tersebut dilaksanakan dengan melibatkan P4TK (PPPG), LPMP, Dinas Pendidikan, dan LPTK sebagai mitra kerja.

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the 1990s, the number of people aged 65 and over in the United States is projected to increase from 20 million to 35 million, and the number of people aged 75 and over from 10 million to 17 million (U.S. Census Bureau 1997).

As the number of people aged 65 and over increases, the number of people aged 75 and over will increase at a faster rate. This is because the number of people aged 75 and over is a smaller percentage of the total population aged 65 and over than the number of people aged 65 and over is of the total population aged 65 and over. For example, if the total population aged 65 and over is 20 million, and the number of people aged 75 and over is 10 million, then the number of people aged 75 and over is 50% of the total population aged 65 and over.

As the number of people aged 75 and over increases, the number of people aged 85 and over will increase at a faster rate. This is because the number of people aged 85 and over is a smaller percentage of the total population aged 75 and over than the number of people aged 75 and over is of the total population aged 75 and over. For example, if the total population aged 75 and over is 10 million, and the number of people aged 85 and over is 5 million, then the number of people aged 85 and over is 50% of the total population aged 75 and over.

As the number of people aged 85 and over increases, the number of people aged 95 and over will increase at a faster rate. This is because the number of people aged 95 and over is a smaller percentage of the total population aged 85 and over than the number of people aged 85 and over is of the total population aged 85 and over. For example, if the total population aged 85 and over is 5 million, and the number of people aged 95 and over is 2.5 million, then the number of people aged 95 and over is 50% of the total population aged 85 and over.

As the number of people aged 95 and over increases, the number of people aged 100 and over will increase at a faster rate. This is because the number of people aged 100 and over is a smaller percentage of the total population aged 95 and over than the number of people aged 95 and over is of the total population aged 95 and over. For example, if the total population aged 95 and over is 2.5 million, and the number of people aged 100 and over is 1.25 million, then the number of people aged 100 and over is 50% of the total population aged 95 and over.

As the number of people aged 100 and over increases, the number of people aged 105 and over will increase at a faster rate. This is because the number of people aged 105 and over is a smaller percentage of the total population aged 100 and over than the number of people aged 100 and over is of the total population aged 100 and over. For example, if the total population aged 100 and over is 1.25 million, and the number of people aged 105 and over is 625,000, then the number of people aged 105 and over is 50% of the total population aged 100 and over.

As the number of people aged 105 and over increases, the number of people aged 110 and over will increase at a faster rate. This is because the number of people aged 110 and over is a smaller percentage of the total population aged 105 and over than the number of people aged 105 and over is of the total population aged 105 and over. For example, if the total population aged 105 and over is 625,000, and the number of people aged 110 and over is 312,500, then the number of people aged 110 and over is 50% of the total population aged 105 and over.

As the number of people aged 110 and over increases, the number of people aged 115 and over will increase at a faster rate. This is because the number of people aged 115 and over is a smaller percentage of the total population aged 110 and over than the number of people aged 110 and over is of the total population aged 110 and over. For example, if the total population aged 110 and over is 312,500, and the number of people aged 115 and over is 156,250, then the number of people aged 115 and over is 50% of the total population aged 110 and over.

As the number of people aged 115 and over increases, the number of people aged 120 and over will increase at a faster rate. This is because the number of people aged 120 and over is a smaller percentage of the total population aged 115 and over than the number of people aged 115 and over is of the total population aged 115 and over. For example, if the total population aged 115 and over is 156,250, and the number of people aged 120 and over is 78,125, then the number of people aged 120 and over is 50% of the total population aged 115 and over.

BAB I INTRODUCTION

A. Description

This teaching material is called Language Skill Development of the English language. It consists of 4 activities; Listening, Speaking, Reading, and Writing activities. Each activity will deal with the learning of an individual English language skill.

Listening activity presents 4 exercises on listening, in which the participants are required to listen to some recorded dialogues in English with different topics. The first topic is about Selections; the second about Reversals; the third about Idioms; and the fourth about Emotions.

Speaking activity is designed to require the participants to speak in pair on the use of a speech act, Additional to Remarks. One participant produces a remark or statement and his/her partners should make an additional comment; for example:

A : Hibiscus is a beautiful red flower.

B : **So** is rose.

Reading activity presents 4 exercises on reading on various titles which talk about different topics. The first title is Hydrogen; the second Mickey Mouse, the third Eugene O'Neil; and the fourth is The Printing Revolution.

The Last activity, Writing, is designed to require participants of the PLTG to write a composition on a certain genre, i.e. procedural text. Other texts, such as recount, report, etc. can also be developed if this arrangement is convenience for both tutor and participants.

B. Prerequisite

There is no prerequisite subject or material for the participants of PLTG to take this subject.

C. Learning and Teaching Instruction

First, for Listening Activity, play (with the help of the tutor) the disk containing dialogues in English and question that soon follows right after each dialogue. Should there be a technical error in preparing the required device for the disk, the tutor can read the dialogue (written dialogues are in the possession of the tutor). Participants are required to listen carefully either to the recorded dialogues or to tutor reading the dialogues) and then answer multiple-choice questions provided in this teaching-learning material. Discuss the result with the tutor or see the Key to Answer.

Second, for Speaking Activity, each participant chooses his/her own partner and then in turn together with his/her respective partner engage themselves in speaking. The tutor can directly note down their performance as a way of on-going assessment based on the criteria of fluency, correctness in pronunciation, choice of adequate sentences, etc.

Third, for Reading Activity, the participants have to read carefully each of the text given and then answer the multiple-choice questions provided right after each passage. Discuss the answer with the tutor or see Key to Answer.

Fourth, for Listening and Reading Activities, not all exercises are given the Answer Key. The exercise with no Answer Key is intended for assessment activity.

BAB II ACTIVITY ON LISTENING

A. Basic Competence

1. Competence

To understand English oral conversation in the form of recorded dialogues

2. Indicator

a. The ability of understanding English oral conversation upon listening to recorded English conversational dialogues

b. The ability to understand English conversational dialogues by means of answering a set of given questions after a dialogue in English is heard.

3. Material for the Activity

Recorded Material which is in the form of dialogues (in CD) taken from Listening Material from TOEFL (Sharp, 2008)

4. Instruction for Participants and Tutor:

- Tutor can use any other teaching material which is different from that which is used in activity as long as the material has equal degree of difficulty (the material should be taken from TOEFL books).
- Participants can play the disk and then answer the question given soon after a dialogue is read.
- In case of a technical problem, tutor can read the prepared dialogues and then the participants begin to answer the question.

B. Exercises on Listening

Exercise 1

Answer the following questions after you have heard dialogues on Selections which are played to you!

1. What is the relationship between Jack and the man?
 - A. They are brothers.
 - B. They are good friends.
 - C. They are cousins.
 - D. They are classmates.
2. What does the woman suggest?
 - A. That the man live with Frank and Geoff
 - B. That the man ask Geoff to be his roommate
 - C. That the man and Steve be roommates
 - D. That the man share a room with Frank
3. What grade did the woman receive?
 - A. She earned an A.
 - B. She received a B.
 - C. Her grade was C.
 - D. She got a D or F.
4. What advice does the woman give the man?
 - A. Buy the computer at a discount store
 - B. Put an ad in the newspaper for a computer
 - C. Go to a computer store to buy the computer
 - D. Buy the computer at the university as part of a special offer
5. Why didn't the woman receive a grade for the course?
 - A. She didn't pay the fee.
 - B. She didn't register for the class.
 - C. She didn't attend the class.
 - D. She didn't have her name on the roster.

6. What size will the man probably bring?
 - A. He will probably bring her a size 5½.
 - B. He will probably bring her a size 6.
 - C. He will probably bring her a size 7.
 - D. He will probably bring her a size 7½.
7. What does the man suspect?
 - A. The woman needs new glasses.
 - B. The woman has high blood pressure.
 - C. The woman has serious headaches.
 - D. The woman is suffering from stress.
8. For which class must the woman begin to prepare?
 - A. She must begin writing a paper for her history class.
 - B. She must start writing up her laboratory assignments for her chemistry class.
 - C. She must begin studying for her English examination.
 - D. She must begin studying for her French examination.
9. Where does the man live?
 - A. In New York
 - B. In Boston
 - C. In Michigan
 - D. In Washington
10. What gear needs to be fixed?
 - A. First gear
 - B. Second gear
 - C. Reverse
 - D. Drive

Exercise 2:

Answer the following questions after you have heard dialogues on Reversals which are played or read to you!

1. How will the woman get to the airport?
 - A. She will get ride with the man.
 - B. She will ride the airport shuttle.
 - C. She will drive her car.
 - D. She will rent a car.
2. What does the woman want to eat?
 - A. She would like eggs and potatoes.
 - B. She wants eggs and pancakes.
 - C. She wants to eat potato pancakes.
 - D. Pancake is what she would like to eat.
3. How many boxes of cookies did the man order?
 - A. The man bought one box of cookies.
 - B. The man ordered four boxes of cookies.
 - C. He purchased five boxes of cookies.
 - D. He did not order any cookies this year.
4. What is the correct area code for the woman?
 - A. The number is 6-9-1.
 - B. The area code is 1-9-6.
 - C. 9-1-6 is the area code.
 - D. 6-1-9 is the correct number.
5. How much per copy will the woman pay?
 - A. She will pay five cents per page.
 - B. The price is ten cents a copy.
 - C. She owes fifteen cents per copy.
 - D. Twenty cents per page is the price.
6. How much will the woman pay?
 - A. One dollar a minute
 - B. One dollar a page
 - C. Two dollars and fifty cents a minute
 - D. Two dollars and fifty cents a page

7. What does the woman want to do?
 - A. Go to a movie
 - B. Change the channel
 - C. Watch television
 - D. See a documentary
8. What does the man want the woman to do?
 - A. He wants all twenty-dollar bills.
 - B. He wants all fifty-dollar bills.
 - C. He wants all large bills.
 - D. He wants some twenty- and some fifty-dollar bills.
9. Where will the man and woman eat lunch?
 - A. The Country Kitchen
 - B. The Country Home
 - C. The Old House
 - D. The Old Kitchen
10. When will the man be home?
 - A. He will not be home a little after seven o'clock.
 - B. He will not be home late.
 - C. He will be home at six o'clock.
 - D. He will be home earlier than usual.

Exercise 3

Answer the following questions after you have heard dialogues on idioms which are played to you!

1. What does woman mean?
 - A. She does not think that the man is serious.
 - B. She thinks that the man is going to take her to Florida.
 - C. She thinks that the man has a good idea.
 - D. She thinks that the man does not have any money.

2. What does the man mean?
 - A. She needs one more semester.
 - B. She needs a hundred dollars.
 - C. The increase will be difficult for her.
 - D. The paper is not dependable.
3. What did the man do?
 - A. He has left the lecture.
 - B. He has used his last piece of paper.
 - C. He has said good-bye to the woman.
 - D. He has finished giving the lecture.
4. How does the man feel about the test?
 - A. He feels that the test was fair.
 - B. He agrees with the woman about the test.
 - C. He does not want the woman to tease him about the test.
 - D. He is not worried about the test.
5. What does the woman mean?
 - A. The man does not pay attention.
 - B. The man is very honest.
 - C. The man has gone away.
 - D. The man needs to repeat.
6. On what do the speakers agree?
 - A. The sign has Mickey Mouse on it.
 - B. They do not believe the sign.
 - C. The course is very easy.
 - D. They did not register for the course.
7. What does the woman mean?
 - A. She does not want the man to come for her.
 - B. She thinks that the man is a bother.
 - C. She does not want to go to class.
 - D. She accepts the man's offer.

8. What does the man mean?
 - A. The man likes ice-cream.
 - B. The man will tell the woman later whether he wants ice-cream.
 - C. The man does not want to say whether he likes ice-cream.
 - D. The man will get some ice cream for the woman.
9. What does the woman mean?
 - A. She is glad Joan is moving.
 - B. She does not believe that Joan will move.
 - C. She saw Joan move.
 - D. She believes Joan is moving because she saw her.
10. What does the man mean?
 - A. He is angry with the woman.
 - B. He wants to talk with the woman.
 - C. It was a bad day for the man.
 - D. He does not know what day it is.

Exercise 4

Answer the following questions after you have heard dialogues on Emotions which are played to you!

1. How does the man feel?
 - A. He is worried.
 - B. He is happy.
 - C. He feels confident.
 - D. He feels tired.
2. How did the man feel about the movie?
 - A. He thought it was a very unrealistic movie.
 - B. He was impressed with the movie.
 - C. He agreed with the woman about the movie.
 - D. He liked the movie because it was a fairy tale.

3. How does the woman feel about the TOEFL?
 - A. She does not know whether she did well.
 - B. She thinks that she improved her score.
 - C. She believed that she scored about 490.
 - D. She is concerned about the reading comprehension section.
4. How does the woman feel about the man?
 - A. She believes that he is having a bad day.
 - B. She does not like the man.
 - C. She thinks that he never pays attention.
 - D. She likes to help the man every day.
5. How does the man feel about Rick?
 - A. He forgot who he was.
 - B. He thinks that Rick and Lucy will forget to come.
 - C. He likes Rick, but not Lucy.
 - D. He does not want to invite them.
6. What is man's reaction to the news?
 - A. He is surprised.
 - B. He is confused.
 - C. He does not agree.
 - D. He does not want to know.
7. How does the man feel about the assignments?
 - A. He does not care at all.
 - B. He does not like the lab assistant.
 - C. He does not like the grading system.
 - D. He does not agree with the woman.
8. What best describes the man's opinion of Terry?
 - A. He feels protective of Terry.
 - B. The man is supportive.
 - C. He has his doubts about Terry.
 - D. He feels hostile toward Terry.

9. How does the man feel about the review session?
- A. He wants to go, but he won't.
 - B. He does not want to go, but he will.
 - C. He wants to go, and he will.
 - D. He does not want to go, and he won't.
10. How does the man feel about Janine?
- A. He thinks Janine would be difficult to live with.
 - B. He thinks Janine and the woman will like living together.
 - C. He thinks it would be better to live with Janine than with Carol.
 - D. He thinks that Janine and Carol should live together.

C. Summary of the Listening Activity

At the end of the listening activity, the participants of the training are supposed to be able to listen to and understand several English oral dialogues by means of answering a set of questions given after each of the oral dialogue.

BAB II SPEAKING ACTIVITY

A. Competence and Indicator

1. Competence

Performing a speaking activity in English

2. Indicator

The ability to perform a conversation in English by applying a speech act of Adding to Remarks.

3. Instruction for tutor:

- Asking the participants to form a pair
- Asking the participants to get engaged in a conversation in pair; making sure one participant makes a remark and the other one responds
- Assessing the participants' performance as an on-going assessment)

B. Exercise of Speaking: Participants make transactional utterances.

1. Working in pair: for example,

A. Last night I watched Cinta Fitri.

B. **So** did my mom.

A. Bleduk Kuwu never stops erupting.

B. **Neither** does Lapindo Brantas mud. etc.

2. Those who have performed A, now perform B.

C. Summary of the Speaking Activity

At the end of the speaking activity, participants of the training are supposed to be able to perform a conversational activity in English by means of producing speech acts based on Addition to Remarks.

BAB III READING ACTIVITY

A. Competence and Indicator

1. Competence

To read and understand written passages in English

2. Indicator

The ability to read and understand written passages in English by means of answering a set of questions provided after each of the passage

B. Exercises on Reading: Reading passages are taken from TOEFL materials (Barron's: Practice Exercises for the TOEFL).

Exercise 1:

Read the following passage carefully and then answer the questions!

Hydrogen

Hydrogen is the most common element in the universe and was perhaps the first to form. It is among the ten most common elements on Earth as well and one of the most useful for industrial purposes.

Line Under normal conditions of temperature, hydrogen is a gas.
5 Designated as H, hydrogen is the first element in the periodic table because it contains only one proton. Hydrogen can combine with a large number of other elements, forming more compounds than any of the others. Pure hydrogen seldom occurs naturally, but it exists in most organic compounds, that is, compounds that contain carbon,
10 which account for a very large number of compounds. Moreover, hydrogen is found in inorganic compounds. For example, when hydrogen burns in the presence of oxygen, it forms water.

The lightest and simplest of the elements, hydrogen has several properties that make it valuable for many industries. It releases more
15 heat per unit of weight than any other fuel. In rocket engines, tons of hydrogen and oxygen are burned, and hydrogen is used with oxygen for welding torches that produce temperatures as high as 4,000 degrees F. and can be used in cutting steel. Fuel cells to generate electricity operate on hydrogen and oxygen.

20 Hydrogen also serves to prevent metals from tarnishing during heat treatments by removing the oxygen from them. Although it would be difficult to remove the oxygen by itself, hydrogen readily combines with oxygen to form water, which can be heated to steam and easily removed. Furthermore, hydrogen is one of the coolest refrigerants. It does not become a liquid until it reaches

25 temperatures of -425 degrees F. Pure hydrogen gas is used in large electric generators to cool the coils.

30 Future uses of hydrogen include fuel for cars, boats, planes, and other forms of transportation that currently require petroleum products. These fuels would be lighter, a distinct advantage in the aerospace industry, and they would also be cleaner, thereby reducing pollution in the atmosphere.

35 Hydrogen is also useful in the food industry for a process known as hydrogenation. Products such as margarine and cooking oils are changed from liquids to semisolids by combining hydrogen with their molecules. Soap manufacturers also use hydrogen for this purpose.

In addition, in the chemical industry, hydrogen is used to produce ammonia, gasoline, methyl alcohol, and many other important products.

1. What is the author's main purpose in the passage?
 - A. To explain the industrial uses of hydrogen
 - B. To describe the origin of hydrogen in the universe
 - C. To discuss the process of hydrogenation
 - D. To give examples of how hydrogen and oxygen
2. How can hydrogen be used to cut steel?
 - A. By cooling the steel to a very low temperature
 - B. By cooling the hydrogen with oxygen to a very low temperature
 - C. By heating the steel to a very high temperature
 - D. By heating the hydrogen with oxygen to a very high temperature
3. The word 'readily' in line 22 could be best be replaced by
 - A. completely
 - B. slowly
 - C. easily
 - D. usually

4. The 'combining' in line 35 is closest in meaning to
 - A. trying
 - B. changing
 - C. adding
 - D. finding
5. The word 'them' in line 21 refers to
 - A. fuel cells
 - B. metals
 - C. treatments
 - D. products
6. Where in the passage does the author explain why hydrogen is used as a refrigerant?
 - A. Lines 8-10
 - B. Lines 15-18
 - C. Lines 20-21
 - D. Lines 24-26
7. What does the author mean by the statement in lines 21-24: 'Although *it* *easily removed*'?
 - A. It is easy to form steam by heating water.
 - B. Water can be made by combining hydrogen and oxygen.
 - C. Hydrogen cannot be separated from oxygen because it is too difficult.
 - D. Oxygen is removed by combining it with hydrogen and heating it.
8. How does hydrogen generally occur?
 - A. It is freely available in nature.
 - B. It is contained in many compounds.
 - C. It is often found in pure form.
 - D. It is released during hydrogenation.

9. The author mentions all of the following as uses for hydrogen EXCEPT
- A. to remove tarnish from metals
 - B. to produce fuels such as gasoline and methyl alcohol
 - C. to operate fuel cells that generate electricity
 - D. to change solid foods to liquids
10. It can be inferred from the passage that hydrogen
- A. is too dangerous to be used for industrial purposes
 - B. has many purposes in a variety of industries
 - C. has limited industrial uses because of its dangerous properties
 - D. is used in many industries for basically the same purpose

Exercise 2

Read the following passage carefully and then answer the questions!

Mickey Mouse

Mickey Mouse was not Walt Disney's first successful cartoon creation, but he is certainly his most famous one. It was on a cross-country train trip from New York to California in 1927 that Disney first drew the mouse with the big ears. Supposedly, he took his inspiration from the tame field mice that used to scamper into his old studio in Kansas City. No one is quite sure why he dressed the mouse in the now-familiar shorts with two buttons and gave him the yellow shoes. But we do know that Disney had intended to call him Mortimer until his wife Lillian intervened and christened him Mickey Mouse.

Capitalizing on the interest in Charles Lindbergh, Disney planned Mickey's debut in the short cartoon *Plane Crazy*, with Minnie as a co-star. In the third short cartoon, *Steamboat Willie*, Mickey was whistling and singing through the miracle of the modern soundtrack. By the 1930s Mickey's image had circled the globe. He was a superstar at the height of his career.

Although he has received a few minor changes throughout his lifetime, most notably the addition of white gloves and the alterations to achieve the rounder forms of a more childish body, he has remained true to his nature since those first cartoons. Mickey is appealing because he is nice. He may get into trouble, but he takes it on the chin with a grin. He is both good-natured and resourceful. Perhaps that was Disney's own image of himself. Why else would he have insisted on doing Mickey's voice in all the cartoons for twenty

25 years? When interviewed, he would say, "There is a lot of the mouse in me." And that mouse has remained one of the most pervasive images in American popular culture.

1. Which of the following is the main topic of the passage?
 - A. The image of Mickey Mouse
 - B. The life of Walt Disney
 - C. The history of cartoon
 - D. The definition of American culture
2. What distinguished Steamboat Willie from earlier cartoons?
 - A. Better color
 - B. A sound track
 - C. Minnie Mouse as co star
 - D. The longer format
3. The word 'pervasive' in line 26 could be best be replaced by
 - A. well-loved
 - B. widespread
 - C. often copied
 - D. expensive to buy
4. The word 'appealing' in line 21 is closest in meaning to
 - A. attractive
 - B. famous
 - C. exceptional
 - D. distinguishable
5. The 'those' in line 20 refers to
 - A. cartoons
 - B. forms
 - C. gloves
 - D. changes

6. Where in the passage does the author relate how Mickey got his name?
- A. Lines 8-10
B. Lines 11-13
C. Lines 15-16
D. Lines 17-20
7. What does the author mean by the statement in lines 17-20: “*Although first cartoons*”?
- A. The current version of Mickey Mouse is different in every way from the early cartoons.
B. The original Mickey Mouse was one of the first cartoon characters.
C. In the first cartoons, Mickey Mouse looked more like a child.
D. The personality of Mickey Mouse has not changed over the years.
8. What did Disney mean when he said, “*There is a lot of the mouse in me*”?
- A. He was proud of the mouse that he created.
B. He knew that the mouse would be a famous creation.
C. He created the mouse with many of his own qualities.
D. He had worked very hard to create the mouse.
9. The first image of Mickey Mouse is described as all of the following EXCEPT
- A. he was dressed in shorts with two buttons
B. he had big ears
C. he wore yellow shoes
D. he was wearing white gloves
10. The paragraph following the passage most probably discusses
- A. the history of the cartoons
B. other images in popular culture
C. Walt Disney’s childhood
D. the voices of cartoon characters

Exercise 3

Read the following passage carefully and then answer the questions!

Eugene O'Neill

Universally acclaimed as America's greatest playwright, Eugene O'Neill was born in 1888 in the heart of the theater district in New York City. As the son of an actor he had early exposure to the world of the theater. He attended Princeton University briefly in 1906, but
 Line 5 returned to New York to work in a variety of jobs before joining the crew of a freighter as a seaman. Upon returning from voyages to South Africa and South America, he was hospitalized for six months to recuperate from tuberculosis. While he was recovering, he determined to write a play about his adventures on the sea.

10 He went to Harvard, where he wrote the one-act *Bound East for Cardiff*. It was produced in 1916 on Cape Cod by the Provincetown Players, an experimental theater group that was later to settle in the famous Greenwich Village theater district in New York City. The Players produced several more of his one-acts in the years between
 15 1916—1920. With the full-length play *Beyond the Horizon*, produced on Broadway in 1920, O'Neill's success was assured. The play won the Pulitzer Prize for the best play of the year. O'Neill was to be awarded the prize again in 1922, 1928, and 1957 for *Anna Christie*, *Strange Interlude*, and *Long Day's Journey Into Night*. Although he
 20 did not receive the Pulitzer Prize for it, *Mourning Becomes Electra*, produced in 1931, is arguably his most lasting contribution to the American theater. In 1936, he was awarded the Nobel Prize for literature.

O'Neill's plays, forty-five in all, cover a wide range of dramatic
 25 subjects, but several themes emerge, including the ambivalence of family relationship, the struggle between the sexes, the conflict between spiritual and material desires, and the vision of modern man as a victim of uncontrollable circumstances. Most of O'Neill's characters are seeking meaning in their lives. According to his
 30 biographers, most of the characters were portraits of himself and his family. In a sense, his work chronicled his life.

- The passage is a summary of O'Neill's

A. work	C. work and life
B. life	D. family
- How many times was O'Neill awarded the Pulitzer Prize?

A. One	C. Four
B. Three	D. five

3. The word “briefly” in line 4 is closest in meaning to
 - A. seriously
 - B. for a short time
 - C. on scholarship
 - D. without enthusiasm
4. The word “struggle” in line 26 is closest in meaning to
 - A. influence
 - B. conflict
 - C. appreciation
 - D. denial
5. The word “it” in line 20 refers to
 - A. Harvard
 - B. one-act play
 - C. theater group
 - D. theater district
6. Where in the passage does the author indicate the reason for O’Neill’s hospitalization?
 - A. Lines 3-4
 - B. Lines 6-8
 - C. Lines 10-13
 - D. Lines 16-19
7. What does the author mean by the statement in lines 29-31: “According to his family”?
 - A. He used his family and his own experiences in his plays.
 - B. His biography contained stories about him and his family.
 - C. He had paintings of himself and members of his family.
 - D. His biographers took pictures of him with his family.

8. According to the passage, which of O'Neill's play was most important to the American theater?
- A. *Anna Christie*
 - B. *Beyond the Horizon*
 - C. *Long Day's Journey Into Night*
 - D. *Mourning Becomes Electra*
9. The author mentions all of the following as themes for O'Neill's plays EXCEPT
- A. life in college
 - B. adventures at sea
 - C. family life
 - D. relationships between men and women
10. We can infer from the information in the passage that O'Neill's plays were not
- A. controversial
 - B. autobiographical
 - C. optimistic
 - D. popular

Exercise 4

Read the following passage carefully and then answer the questions!

The Print Revolution

For more than five thousand years, from the dawn of civilization in Mesopotamia and Egypt, people in the West wrote by hand. Imperial decrees, sacred scriptures, commercial transactions, private letters---all required the skills of a select group of scribes, clerks, or monks. In Korea and China, however, mechanical printing using carved wooden blocks had been introduced by A.D. 750. Moveable type, using characters made of baked clay, was invented in China in the eleventh century. But the Chinese continued to prefer block printing well into the modern period. Written Chinese consists of thousands of ideographic characters. The labor of creating, organizing, and setting so many different bits of type made it much simpler to cut individual pages from a single wooden block.

European languages, which can be written with fewer than a hundred characters, were much better adapted to printing with moveable, reusable type.

It appears that the Mongol armies brought examples of Chinese printing---the Venetian Marco Polo described seeing paper money during his travels---to western Asia and Europe at the end of the thirteenth century. In the early fourteenth century, European began using block printing techniques to produce religious images, short prayers, and even decks of playing cards. As with Chinese printing, European block printing was a slow and expensive process for printing large numbers of varied texts. The print revolution had to wait another century, until the innovations of the German goldsmith Johan Gutenberg (ca. 1399---1468).

Gutenberg drew on his knowledge of metallurgy to devise a lead-tin-copper alloy that could be cast into durable, reusable type. His **crucial** invention was a type mold consisting of a flat strip of metal---stamped in the same way a coin is minted, leaving the impression of a single letter---inserted in the bottom of a rectangular brass of box held together by screws. Molten metal was poured into **it**, producing a single piece of type. An experienced type founder could produce up to six hundred pieces of type a day. No wooden-block carver could have approached that rate. To solve the remaining problems, Gutenberg adapted the screw press commonly used to produce linen, paper, and wine to make a printing press. He followed the example of Flemish painters by adding linseed oil to the ink to make it thick enough to adhere uniformly to the metal type.

In 1455, the Gutenberg Bible was published in Mainz., Germany---but not by Gutenberg. After years of costly experimentation, Gutenberg was forced to turn over his equipment and newly printed Bibles to his partner and creditor, the wealthy merchant and moneylender Johann Fust.

The new technology, which enabled printers to create a thousand or more copies in a single print run, was highly efficient. Simple printed school texts cost only a quarter of the price of hand-copied texts. The leading bookseller in the university town of Bologna managed to stock ten thousand copies of texts, treatises, and commentaries. By 1500, even street singers sold printed copies of their songs.

Gutenberg's invention was revolutionary because, for the first time, the same information and ideas were available throughout Europe at virtually the same time. The great Venetian printer Aldus Manutius (1450-1515) produced over 120,000 volumes, many in the new, smaller, easily portable "octavo" format---about 6 by 9 inches. Books from the Aldine Press and other humanistic publishers

played a decisive role in spreading humanism to parts of Europe where manuscript books were difficult to acquire.

Moreover, book owning was no longer the exclusive preserve of scholars. This is all the more true because printers included on their lists words in vernacular languages, not just the ancient classics. The very popularity of printed vernacular texts affected language. William Caxton (1422---1492), for example, began printing books in English in 1472. His pioneering work help standardize modern English, just as the publication of Martin Luther's German translation of the Bible in 1522 would standardize modern German. The advent of printing had other far-reaching consequences: it promoted the increase of literacy throughout Europe.

By the eighteenth century, printed books had changed the nature of popular culture. Myths, folk songs, and popular histories were traditionally passed by word of mouth, often changing in the telling to fit the time and place. Once they appeared in print, they could no longer be performed and refashioned, only recited. Printing not only changed the way information was transmitted but also changed the **character** of the information itself.

1. With which of the following topics is the passage primarily concerned?
 - A. A comparison of religious and humanistic publications
 - B. An account of Gutenberg's inventions
 - C. A history of the printing process worldwide
 - D. The effects of books on the history o Europe
2. How was popular culture affected by printing?
 - A. The oral tradition required editing of printed documents.
 - B. Stories and songs changed less often.
 - C. More folk histories were preserved.
 - D. Traditional performers became more popular.
3. The word *crucial* in the passage is closest in meaning to
 - A. totally new
 - B. very significant
 - C. greatly debated
 - D. highly complex

4. The word character in the passage is closest in meaning to
 - A. popularity
 - B. nature
 - C. truth
 - D. difficulty
5. The word it in the passage refers to
 - A. box
 - B. letter
 - C. impression
 - D. coin
6. According to paragraph 6, how did European learn about block printing?
 - A. They saw examples that were brought from China by explorers and solders.
 - B. A German goldsmith invented it at the beginning of the fifteenth century.
 - C. It was devised in Europe in order to print paper money.
 - D. The Egyptians used the blocks for documents the Europeans received.
7. Which of the sentences below best expresses the information in the highlighted statement in the passage?
 - A. Scholars owned more books that other people.
 - B. Scholars were not the only people who could own books.
 - C. Scholars preserve books for use by other people.
 - D. Scholars owned some exclusive books.
8. The author mentions all of the following advantages of the print revolution EXCEPT
 - A. the standardization of English
 - B. the advancement of literacy
 - C. the dissemination of humanism
 - D. the restoration of manuscripts

9. It can be inferred that Gutenberg
- A. had probably traveled to China and western Asia
 - B. did not live to see his invention succeed
 - C. was a painter before he became an inventor
 - D. worked for a long time to perfect his painting process
10. That the invention of Gutenberg was progressive is indicated by
- A. the availability of copies of books and documents
 - B. the speedy dissemination of information and ideas
 - C. the simultaneous spread of information and ideas
 - D. the printing of information, ideas and languages

C. Summary of Reading Activity

At the end the reading activity, the participants of this training are supposed to be able to read and then understand several English passages on different topics by means of answering the given questions provided after each of the reading passage.

BAB IV WRITING ACTIVITY

A. Competence and Indicator

1. Competence

To write a composition in English with a variety of texts

2. Indicator

The ability to write a composition a certain genre, such as recount, narrative, procedure, etc.

B. Teaching and Learning Activity

1. Points to consider

In order to compose a procedural text, please consider the following characteristics of procedure:

Social function:

to describe how something is accomplished through a sequence of actions or steps.

Generic Structure: * goal

* materials (not required for all procedural texts)

** steps 1---n (i.e. Goal followed by a series of steps oriented to achieving the goal)

Significant Lexicogrammatical Features:

* a focus on generalized human agents

* the use of simple present tense, often imperative

* the use of mainly temporal conjunctions (or numbering to indicate sequence)

* the use of mainly material processes

2. Suggested titles:
 - 1). How to plant a banana tree
 - 2). How to make ketupat
 - 3). How to make fried rice from rice grain

3. Note for tutor: Title of the composition can be determined by each tutor

Example of directive procedural text:

How to Make Ketupat

Several days before the Idul Fitri lebaran the Indonesian people prepare foods for celebrating the happy day. One of the foods is called *ketupat*. Do you know how to make *ketupat*? If you don't know how to make it, here is a recipe for you.

First, make *ketupat frames* if you have the material, that is young coconut leaves. If you don't have any, buy
Second, Third,The next step,

C. Exercise on Writing

Participants of the training are supposed to continue the unfinished procedure above or make a different composition either with the same or different genres.

D. Summary of the Writing Activity

At the end of the writing activity, the participants of this training are supposed to be able write a well-formed composition of either one of the various genres of writing such as procedure, narrative, descriptive, etc.

KEY TO EXERCISES

Listening Activity

Exercise 1 On selections

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

Exercise 2 On Reversals

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

Reading Activity

Exercise 1 Hydrogen

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

Exercise 2 Mickey Mouse

1. A

2. B

3. B

4. A

5. A

6. A

7. D

8. C

9. D

10. B

GLOSSARY

A

accomplished (pas.), 25; *achieve or obtain*

acclaimed (pas.), 21; *praised or welcomed publicly*

account for, 15; *be the explanation or cause of sth.*

achieve, 17; *to get, to attain*

adapted, 24; *changed sth. in order to make it suitable for a new use or situation*

adequate, 2; *enough in quantity, or good enough in quality*

adhere to, 24; *stick firmly to sth.*

advent, 25; *the coming of an important invention (printing)*

alloy, 24; *a metal that is formed by mixing two types of metal together, or by mixing metal with another substance*

alterations, 18; *changes to sth. that makes it different; the acts of making a change to sth.*

ambivalence, 21; *the state of having or showing good and bad feelings about sb./sth.*

ammonia (n.), 16; *a gas (NH₃) with a strong smell*

appealing, 18; *attractive or interesting*

assured (pas.), 21; *be made certain to happen*

atmosphere, 16; *the mixture of gases that surrounds the earth*

B

brass, 24; *a bright yellow metal made by mixing copper and zinc*

briefly, 21; *shortly*

buttons, 18; *a small round piece of metal, plastic, etc. that is sewn onto a piece of clothing and used for fastening two parts together*

C

ca. (circa), 24; *about, approximately*

capitalizing on, 18; *taking the advantage of*

cast (pas.), 24; *shape*

christened, 18; *named*

chronicled, 21; *recorded one's experiences in order in which they happened*

circled, 17; *spread around*

circumstances, 21; *situations and events that affect and influence one's life and that are not in one's control*

clay, 24; *a type of heavy, sticky earth that becomes hard when it is baked and is used to make things such as pots and bricks*

concerned about (adj.), 8; *interested in sth.*

copper, 24; *a soft reddish brown metal used for making electric wires, pipes and coins*

clerks, 24; *persons whose job is to keep records or accounts in an office, council, etc.*

crucial, 24; *extremely important, because it will affect other things*

currently, 16; *at present*

D

debut, 17; *the first public appearance of a performance or sports player*

denial, 22; *a statement saying that sth. is not true or does not exist*

dependable, 7; *can be relied on*

designated (pas.), 15; *shown by using a particular mark or sign*

devise, 24; *invent sth. new or a new way of doing sth.*

dissemination, 23; *an act of spreading information, knowledge, etc. so that it reaches many people*

distinguished, 18; *recognized the difference between two people or things*

distinguishable, 18; (1) *very successful and admired by other people;* (2) *having an appearance that makes sb. look important or that makes people admire or respect them*

durable, 24; *likely to last for a long time without breaking or getting weaker*

E

earn, 4; *(in an exam) get a grade that you deserve*

enabled, 24; *make it possible for sb. to do sth.*

exposure, 21; *a state of being known by many people or involved in an activity*

F

freighter, 21; *a large ship that carries goods*

G

gear, 5; (1) *machinery in a vehicle that turns engine power into movement forwards or backwards; (2) a particular position of the gears in a vehicle that gives a particular range of speed and power*

genre, 1; *a particular type or style of writing, literature, art, film or music that you can recognize because of its special features*
gloves, 18; *coverings for the hand, made of wool, leather, etc. with separate parts for each finger and the thumb*

good-natured, 18; *having the quality of being kind, friendly and patient in dealing with people*

grin, 18; *a wide smile*

H

hollow, 24; *having a hole or empty space inside*

hostile (adj.), 11; *very unfriendly or aggressive and ready to argue or fight*

hibiscus, 1; *a kind of flower having red petals*

hydrogenation, 16, *a process of turning into or making sth. by using hydrogen*

I

impression, 24; *a mark which is left after an object is pressed hard into a surface*

Interlude, 21; *a period of time between two events during which sth. different happens*

intervened, 18; *became involved in a situation in order to improve or help it*

invented (pas.), 24; *produced or designed sth. that has not existed before*

L

linseed oil, 24; *an oil made from flax seeds, used in paint or to protect wood, etc.*

literacy, 25; *the ability to read or write*

M

metallurgy, 24; *the scientific study of metals and their uses*

minted (pas.), 24; *make a coin from metal*

miracle, 18; *an act or event that does not follow the laws of nature and is believed to be caused by God*

molten, 24; *heated to a very high temperature so that it becomes liquid*

monks, 24; *members of religious group of men who often live apart from other people in a monastery*

N

notably, 18; *especially*

O

owe, 6; *have to pay sb. for sth. that you have already received or return the money that you have borrowed*

owning, 24; *possession*

P

pervasive, 18; *existing in all parts of a place or thing; spreading gradually to affect all parts of a place or thing*

playwright, 20; *a person who writes plays for the theater, television, or radio*

poured, 24; *made a liquid or other substance flow from a container in a continuous stream*

prerequisite, 1; *sth. that must exist or happen before sth. else can happen or be done*

preserve (n), 24; *an activity, a job, an interest, etc. that is thought to be suitable for one particular person or group of people*

properties (pl.), 15, 16; *a thing or things that are owned by sb.; possessions*

proton (physics), 15; *a very small piece of matter*

purchase, 6; *the act or process of buying sth.*

R

recovering, 21 *getting well again after being ill/sick, hurt, etc.*

rectangular, 24; *having a fat shape with four straight sides, two of which are longer than the other two, and four angles 90°*

recuperate, 21; *to get back one's health, strength or energy after being ill, tired, injured, etc.*

refrigerants, 15, 16; *agents that have a cooling effect*

reversals (pl), 1, 5; *changes of opinion*

reverse, 5; *a gear in a vehicle that goes backwards*

roster, 4; *a list of people's names joining an exam*

S

sacred, 24; *considered to be holy; very important and treated with great respect*

scamper into, 18; *move quickly with short light steps*

screws, 20; *thin pointed pieces of metal like nails with a raised spiral*

scribes, 24; *persons who made copies of written documents before printing was invented*

shuttle, 6; *a bus that travels regularly between the airport and a certain place*

speech act (linguistics), 13; *sth. that somebody says, considered as an action*

stamped, 24; *pressed*

suspect, 4; *have an idea that sb. is guilty of sth.*

T

tame, 17; *not afraid of people, and used to living with them*

tarnish, 16; *a thin layer on a surface of a metal that makes it look dull and not bright*

tease, 8; *make jokes about sb. either in a friendly way or in order to annoy or embarrass him/her*

temporal, 28; *connected with or limited by time*

U

universe, 13; *the whole of space and everything in it, including the earth, the planets and the stars*

V

vernacular, 24; *of language, spoken in a particular area or by a particular group, especially one that is not the official or written language*

victim, 21; *a person who has been attacked, injured or killed as the result of a crime, a disease, an accident, etc.*

virtually, 24; *almost or very nearly, so that any slight difference is not important*

voyages, 20 ; *long journeys, especially by sea or in space*

W

welding torches (n.), 15; *tools that spurt out high-temperature fire used in cutting or combining metals*

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APPENDICES

APPENDIX A

A Disk Containing English Dialogues

(Available for participants)

APPENDIX B

Transcripts of the English Dialogues

(Kept by Tutor)

BAB I PENDAHULUAN

A. DESKRIPSI

This handout is a sort of a review of English grammar focusing on those areas commonly encountered as learning problems by non-native learners of English. The materials are adapted from several sources such as *Grammar Review* (Jenkins-Murphy), *English Grammar for Today* (Leech et. al.), *Modern English* (Frank). This brief grammar account is supposed to be a merely basic material for PLPG training. So, the training instructors are kindly suggested to give quite a bulk of introduction to every topic discussed. They are also welcomed to add necessary learning materials to gain better achievement.

The book is divided into 3 learning activities (Kegiatan Belajar). Each learning activity contains a number of subtopics of discussion. For the ease of reference in using this book, each subtopic discussed is consecutively given a number. The whole book consists of 54 topic numbers.

B. PRASYARAT

The participants of this training subject are supposed to be secondary-school teachers of English with education background of Sarjana Pendidikan (S1) and or the equivalents (D4) majoring in English education.

C. PETUNJUK BELAJAR

1. Read carefully the Introduction so that you know exactly the competencies to gain through the Learning Activities that follow.
2. Read and understand well the material of each Learning Activity. Pay attention at the key words or grammatical terms that you are not really familiar with. They may be checked in the Glossary.

3. Discuss any sections which constitute learning problems with your classmates for better understanding.
4. Try to do all of the exercises given in each of the sections. You may discuss the problems with your classmates or your instructor.
5. Do the formative test at the end of each Learning Activities by yourself. When you have finished the test, you can check your answers with the key answers. Discussion may increase your mastery of the topics.
6. A careful planning and prompt action in using this book would be quite helpful.

D. KOMPETENSI DAN INDIKATOR

Kompetensi umum yang diharapkan setelah anda mempelajari bahan ajar ini adalah penguasaan teoritis dan praktis gramatika bahasa Inggris khususnya ranah yang menjadi cakupan materi pembelajaran di tingkat sekolah menengah (SMP/SMU/MTS/MA/SMK) dan materi yang dapat mendukung pengembangan kegiatan pembelajaran di kelas serta materi yang dapat menunjang pengembangan kompetensi diri guru.

Setelah mempelajari buku ajar ini diharapkan anda dapat:

1. menguasai bentuk, makna, fungsi, dan pemakaian *nouns*, *pronouns* dan berbagai konstruksi nominal (NP, NCI) dalam berbagai konteks baik ragam tulis maupun lisan,
2. menguasai bentuk, makna, fungsi, dan pemakaian *verbs*, *auxiliaries*, dan berbagai konstruksi *verb phrases* dalam berbagai konteks *tenses and modality* baik ragam tulis maupun lisan,
3. menguasai bentuk, makna, fungsi, dan pemakaian *adjectives* dan *adverbs* dalam berbagai konteks baik ragam tulis maupun lisan,
4. menguasai bentuk, makna, fungsi, pemakaian *articles* dan *prepositions* dalam berbagai konteks baik ragam tulis maupun lisan.

BAB II KEGIATAN BELAJAR 1

A. KOMPETENSI DAN INDIKATOR

By the end of Kegiatan Belajar 1, the participants will gain a working knowledge in dealing with forms, functions, and usages of nouns, pronouns and some nominal constructions and will be able to use them correctly in different contexts both in written and oral forms.

B. URAIAN MATERI

NOUNS

1. Some grammatical terms related to nouns:

- **Noun**: a naming word used for a person, place, thing, idea, quality, activity, such as Susan, school, book, etc. Nouns are used to function as subjects, objects of verbs, objects of prepositions, complements, appositives.

The boy kicks *the ball*. (the boy = S; the ball = O of V)

They are *students*. (students = C)

Tuti, *the best student*, came early. (the best student = appositive)

- **Noun phrase**: a word or a group of words that acts or functions as a noun in a larger construction such as clause or sentence.

- **Collective noun**: a noun that stands for many individuals.

team, jury, audience, cattle, crowd, etc.

- **Count noun**: a noun that can be totaled, numbered, or counted.

a book → ten books.

- **Noncount noun**: a noun that are abstract in quality or quantity, that is, that cannot be totaled, numbered, or counted.

coffee, love, intelligence.

- **Pronoun**: a word used in place of a noun or a noun phrase, usually to avoid

repetition. Pronouns designate nouns without naming them.

Mary thought *she* had more time.

- **Relative pronoun:** a pronoun that introduces a dependent clause and that refers to some antecedent.

Mr. Lee is the cartoonist *whom* I mentioned.

2. Functions of noun (or nominal structure):

- a. subject of verb *John* loves Mary.
- b. object of verb
 - direct object John loves *Mary*.
 - indirect object John sent *Mary* money
 - retained object Mary was sent *some money*.
- c. object of preposition I took it from *John*.
- d. complement
 - subjective complement John is *the captain*.
 - objective complement They elected John *captain*
- e. Noun adjunct John waited at the bus stop.
- f. appositive John, *captain* of his class, gave a speech.
- g. vocative (direct address) *John*, come here.

3. **Collective nouns** are all singular in form but may be singular or plural in usage.

- a. If a collective noun is used so that we think of the entire group, it takes a singular verb.

My *family* always goes on vacation in August.

- b. If a collective noun is used so that we think of the members of the group as individuals, it takes a plural verb.

The *family* were brought to the restaurant one by one.

4. Quantity nouns, that is, nouns that express some amount, may also singular or plural.

a. If the quantity is measured as a whole, it takes a singular verb.

Ninety people is too much for one classroom.

b. If the quantity is expressed or measured item by item or piece by piece, it takes

a plural verb.

Ninety people are registered for this course.

c. When the word *number* is followed by an *of phrase* and is the subject of a

sentence or a clause, use the following rule. If *number* is preceded by *the*, use a

singular verb; if it is preceded by any other word, use a plural verb.

The number of people in the room is ninety-three.

A number of people have enrolled in this course

5. Some nouns are always singular even though they end in *-s*, thus they take singular verbs.

civics statistics physics athletics mathematics
mumps politics news economics
mumps

Statistics *was* my favorite subject in college.

No news *is* good news.

Some nouns are always plural; thus they always take plural verbs.

clothes remains thanks goods
remains

trousers pants scissors pliers belongings

These scissors *cut* through heavy cardboard.

My new pliers *grip* firmly.

FORMING PLURALS

6. Most nouns form their plural by adding **-s** (book – books; Paula – Paulas). Nouns ending in sibilant sounds (s, z, ch, sh, tch, x) form their plurals by adding **-es** (tax – taxes). Figures, letters, symbols, and any other items that do not have natural plurals form their plurals by adding **-'s** (m – m's; 10 – 10's; + - +'s, etc).

7. Nouns that end in **y** form their plurals in one of two ways. If a vowel precedes the **y**, add an **s** (toy – toys). If a consonant precedes the **y**, change the **y** to **i** and add **es** (baby – babies). Nouns that end in **o** form their plurals in one of two ways. If a vowel precedes the **o**, or if the noun is a musical term, add an **s** (alto – altos, ratio - ratios). If a consonant precedes the **o**, add **es** (echo – echoes, tomato – tomatoes). Hyphenated nouns usually form their plurals by adding **s** to the first word (mother-in-law – mothers-in-law).

8. There are **unusual plurals** such as the following.
 - a. The same forms:

deer – deer	fish – fish	salmon – salmon
sheep – sheep	trout – trout	moose – moose

 - b. Borrowing words:

datum – data	alumnus – alumni	index – indices
crisis – crises	radius – radii	medium – media

 - c. Changing ending in **f** or **fe** to **ves**:

half – halves	knife – knives
---------------	----------------

However, some take **-s** ending:

chief – chiefs	belief – beliefs
----------------	------------------

 - d. Completely irregular forms:

child – children	mouse – mice
------------------	--------------

foot – feet

tooth – teeth

FORMING POSSESSIVES

9. If a noun is singular, add an apostrophe + s, that is, 's (lady – lady's bag, girl – girl's dog). If following this rule makes pronunciation awkward, add only the apostrophe (Moses – Moses's store). If a noun is plural and ends in s, add an apostrophe after the s (boys – boys' cats). If a noun is plural but doesn't end in s, add an 's (men – men's jackets). With a hyphenated noun, add 's after the last element (brother-in-law – brother-in-law's house).

10. For compound nouns, use these rules. Show joint ownership by adding 's to the last name only (Bill and Tom's room. → They both own it). Show separate ownership by adding 's to each name (Bill's and Tom's books. → Each owns a book.)

10a. Gerunds that are preceded by a possessive noun require that the noun use an apostrophe.

Harry's leaving surprised us

Jill's swimming has improved rapidly.

10b. The possessive form of indefinite pronouns requires an apostrophe. The possessive form of personal pronouns, however, never takes an apostrophe.

one's free time my house

somebody else's wallet their car

10c. Use the possessive form of the noun or pronoun even when the noun is understood (not expressed).

Whose key did you give me? I gave you Karen's. (the key is understood)

10d. In the case of noun phrases or abbreviations, form the possessive by placing the apostrophe ('s) after the last element of the term.

Alexander the Great's journeys took him to India.

Martha is the boy in the red sweater's mother

Exercise 1

Choose the correct answer.

1. The United States (comprises, comprise) fifty states.
2. There are three (Marys, Maries, Mary's) in class.
3. How many (mooses, moose) did you see in the forest?
4. There six altos and six (sopranos, sopranoes) in my sister's choir.
5. What is the (USAs, USA's) current policy toward China?
6. The jury (has, have) been debating the merits of the case among themselves for hours.
7. Is this your (sister's-in-law, sister-in-law's) office?
8. She was looking for the (womens', women's) clothing department.
9. Seventy pounds (is, are) too much for you to carry.
10. The proceeds from this sale (goes, go) to help handicapped children.

Exercise 2

Write the plural form of each of the following nouns in the space provided.

- | | |
|-----------------------|------------------|
| 1. journey | 6. half |
| 2. potato | 7. belief |
| 3. father-in-law..... | 8. mouse |
| | |
| 4. fish | 9. alumnus |
| 5. hypothesis..... | 10. index |

PRONOUNS

11. In the use **personal pronouns**, the following are important to remember. Both singular *you* and plural *you* take plural verb.

You always sit in that same seat, don't you? (one person)

You always sit in those same seats, don't you? (several people)

12. *It's* is a contraction of *it is*; *its* is a **possessive pronoun**. *Their* is a possessive pronoun; *there* is an expletive.

It's time for the horse to return to *its* stable.

There are several maps in *their* classroom.

13. **Reflexive pronouns** are used to refer back to the subject. The subject and the object are, thus, the same.

The engineer burned himself.

Reflexives are also used to give emphasis to someone or something mentioned.

She herself repaired the computer.

Reflexives are also used to mean *alone*.

She repaired the computer by herself.

Reflexive should never be used when an objective case pronoun is called for or as a part of a compound object.

W: Charles designed the boat *itself*.

R: Charles designed the boat

R: Charles designed it.

14. **Relative pronouns** have specific uses:

Who (whom in objective case) refers only to people.

Whose (possessive form of *who*) may refer to people or animals.

Which refers to specific animals or things.

That refers to animals, things, or people as a class or type.

Here is the woman *who* will drive your bus.

The people *whom* you met were Italians.

Are these the dogs *whose* kennel you painted?

This is the cow *which* I milked this morning.

The report *that* the president wanted is being prepared now.

Relative pronouns may be singular or plural depending on their antecedents.

He is one of those who *work* hard.

He is the one, among all others, who *works* the hardest.

15. The following **indefinite pronouns** are always singular: another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something.

Another *has* taken your place on the team.

Either of the candidates *seems* qualified.

Nothing *is* lost and no one *has* gained.

Every or *many a* used before a term or several terms requires a singular verb.

Every boy and girl on the team *is* a top student.

Many a worker *looks* forward to the weekend.

16. The following indefinite pronouns are always plural; thus, they always take plural verbs: both, few, many, others, several.

Many *are* called but few *are* chosen.

Some indefinite pronouns are singular or plural depending on their meanings: all, any, more, most, none, some.

Is there *any* who will speak for him?

Are *any* of them here today?

Most of what you say *is* true.

Most of the students usually *arrive* on time.

Use the personal pronoun *you* only when addressing a specific person or persons. Use the indefinite *one* when addressing people in general.

17. Subjective case pronouns are used in the predicative nominative (after linking verbs).

Who is at the door? It is *I*.

I am sure that it was *she* whom you saw.

Was it *he* who borrowed your book?

- 18.** *Than* and *as* are **conjunctions** that may be used in comparison to introduce the second element but *like* may be a preposition. The case of the pronoun should be the same as that of the noun or pronoun in the first element.

She is much better than *he*.

He drives more quickly than *I*.

Peg likes me better than *him*.

Her sister is not as tall as *she*.

Do you like her as much as *I*? (like her)

Do you like her as much as (you like) *me*?

Sheila looks like *me*, doesn't she?

- 19.** Pronouns must agree with their antecedents in case, in gender, and in number. Since **collective nouns** can be singular or plural depending on their usage, the pronouns referring to them must reflect the intended meaning.

The committee *meets* for *its* final session next week

The committee *are* arguing among *themselves*.

- 20.** When indefinite pronouns are used as antecedents, their pronouns must agree in number.

These are singular indefinite pronouns that require singular pronouns when used as antecedents: another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something.

The school will accept *anyone* if *he/she* seems worthy.

Neither of our products is selling at *its* best.

These are plural indefinite pronouns that require plural pronouns when used as antecedents: both, few, many, others, several.

Many enjoy *their* vacations in Bali.

Few can remember when *they* were two years old.

21. Ignore prepositional phrases, appositives, asides, and explanatory phrases when determining the true antecedents in a sentence

Roland, and not his brothers, is on his here now.

Each of our nearest neighbors has a van in his driveway.

Or/nor joins antecedents. When the antecedent closest to the verb is singular, the pronoun is also singular. When the antecedent closest to the verb is plural, the pronoun is also plural.

Neither John *nor* Mary has just mowed *her* lawn.

Either Barry or his *sisters* will get *their* wish.

Exercise 3

Choose the correct form of the pronoun.

1. Peter and (I, me, myself) planned the picnic for the club.
2. Have most of the members cast (his/her, their) votes yet?
3. Ethel applied for the new position, but then decided that it wasn't for (she, her).
4. This isn't Julie's, and it isn't (hers, her's) either.
5. Mom told (me and Lynn, Lynn and me) to get the mail.
6. Do you have (something, anything) for a headache?
7. I suggest that everyone bring (his/her, their) passport to the testing office.
8. Howard used to say, "Tell it (like, as) it is.
9. Neither Frances nor her two friends were chosen to hang (her, their) paintings in the exhibit.
10. This is the man (that, who) will fix your sink.

Exercise 4

Each of the following sentences contains one pronoun that is incorrect. Find and cross out the incorrect pronoun and write the correct one in the space provided.

Example: Jim doesn't always wear her seat belt.

his

1. Whom said, "The fewer our wants, the more we resemble the gods"?

2. I can't believe that she won; it should have been him.

3. If it isn't her's, themn whose is it?

4. Tony asked Joan to go to the beach with Dennis and I.

5. Us kids never get to stay up past midnight.

6. Donna is a much faster worker than me.

7. The jury turned in their verdict to the bailiff.

8. Everyone knows where their children are.

9. Several in the room remembered his experiences at summer camp.

10. The House and the Senate adjourned its deliberation early this spring.

C. LATIHAN**Exercise 5**

Write the plural form of each of the following nouns in the space provided.

1. David

6. Jones

2. court

7. box

- | | |
|-----------------|------------------|
| 3. office | 8. P |
| 4. mass | 9. % |
| 5. watch | 10. county |

EXERCISES 6

Choose the correct answer.

1. (Betty's, Bettys') stapler broke this afternoon.
2. She chose Kevin's painting, not (Tims, Tim's)
3. How many (sisters-in-law, sister-in-laws) do you have?
4. What (is, are) the number of people in your family?
5. Lndon Johnson said," Politics (is, are) the art of the possible".
6. My new pliers (costs, cost) \$3.98.
7. A good number of boys in that school (plays, play) football.
8. The media (covers, cover) all the president's activities.
9. Mice (runs, run) freely throughout the Taylor's barn.
10. The jury (has, have) returned its verdict.

Exercise 7

Identify the antecedent and the pronoun that refers to it in each of the following sentences. Indicate whether the pronoun is singular (S) or plural (P).

	Antecedent	Pronoun	
Number			
Example: Ann is fond of her cat.	<i>Ann</i>	<i>her</i>	S
1. Either Ms. Talamini or her boys have just arrived in their car.	_____	_____	

2. Many can recall their wedding days vividly	_____	_____	

3. None of the cheerleaders remembered			

their new shoes. _____

4. None of the bread has been taken
from its package. _____

5. Mr. Essig, as well as Mr. Moreno, is on
his way to the meeting. _____

6. Not only Susan, but also Charles, will
wash his car. _____

7. Kurt is a driver whom we can rely on. _____

Exercise 8

Underline the form in parentheses that make the sentence correct.

Example: Did she say that (we, us) runners could compete?

1. Neither Frances nor her two friends were chosen to hang (her, their) paintings in the exhibit.
2. Every girl in this scout troop (is,are) being asked to participate in the cookie sale.
3. Do we know if (its, it's) acceptable to wear jeans to the party?
4. This is the man (who, that) will fix your sink.
5. (This, These) kind of party is always fun, don't you think?
6. You (yourself, yourself) should be able to figure out the answer to this math problem.
7. As soon as the door opened, I knew that it would be (she or her).
8. My father always thought that I looked like (he, him).
9. The church, as well as the surrounding buildings, has had (its, their) water supply cut.

10. How much money is (there, their) in the cash box?

Exercise 9

First review the nominative and objective case of pronouns in the list below. Then circle the pronoun in parentheses that makes the sentence correct.

Nominative: I you he she it we they who

Objective: me you him her it us them whom

1. (Who, Whom) did you say came to visit while I was gone?
2. The speaker (who, whom) we expected never showed up.
3. When I asked who was knocking on the door, my uncle answered, "It's (I, me).
4. They weren't sure that (we,us) could climb the hill.
5. Melanie hired her sister and (I , me) for the job.
6. The boys divided the pizza among (they, them).
7. Jackie is going to share her room with you and (I, me), isn't she?
8. I hope to be able to give (he,and she, him and her) as much time to finish as they need.
9. Let's measure to see if we are taller than (they, them).
10. I'll bet that they're not as tall as (we, us).

D. LEMBAR KEGIATAN MAHASISWA

EXERCISES 10

Each of the following sentences contains a possessive noun or pronoun, but the apostrophe (-'s) has been omitted. Show where the apostrophe belongs by rewriting the noun or pronoun in the space provided.

Example: The director report took three hours to type. director's

1. Last Mondays sales exceeded our expectations.

2. Chris wig was about to fall off, but we caught it.

3. The Peterson driveway always has two cars in it.

4. Our employees salaries usually keep pace with inflation.

5. Gina asked politely where the womens rest room was.

6. If you use your daughter-in-law car, you should arrive before
the play begins.

7. Fergusons and Gordons deparment stores have competed
for business for many years.

8. Milly and Al sandwich shop has only been open a year.

9. No one understood the Posts firing of Ms. Plunkett

10. His swimming wasn't nearly as impressive as Jane diving.

11. The four friends knew one anothers parents.

12. The gown was hers, but the veil was her grandmothers.

13. The CPAs office is just down the hall.

14. The player of the years jersey hangs in the schools display
case.

15. Have you read Paul Kinsella *The Techniques of Writing?*

Exercise 11

Choose the correct answer.

1. Every girl in this scout troop (is, are) being asked to participate in the cookie sale.
2. (Who, Whom) did you say came to visit while I was gone?
3. When I asked who was knocking on the door, my uncle answered, "It is (I, me)".
4. Melanie hired her sister and (I, me) for the job.
5. I hope to be able to give (he and she, him and her) as much time to finish as they need.
6. Let's measure to see if we are taller than (they, them).
7. I'll bet that they are not as tall as (we, us)
8. Neither of the animals (has, have) been house trained.
9. (It is, They are) four new tires that you will have to buy, not two.
10. Many a law student (cram, crams) for exams.

Exercise 12

Each of the following sentences contains one pronoun that is incorrect. Find and cross out the incorrect pronoun and write the correct one in the space provided.

Example: Jim doesn't always wear her seat belt.

his

1. They weighed themselves on the store scale. _____
2. Yourself should be held responsible for this act.

3. Patti gave the keys to Lauri and myself.

4. Are you the plumber which I called to stop the leak?

5. Who's notebook is on the floor?

6. She is the kind of worker which we look for. _____
7. You may pick which dessert you like best from this tray.

8. This sorts of actions are intolerable at Wimbledon. _____
9. The book advised us all, "You should try to get eight hours of sleep
at night. _____
10. Aren't they some eggs in the refrigerator? _____

Exercise 13

Underline the form in parentheses that make the sentence correct.

1. I'm pretty sure that he (doesn't, don't) know her.
2. I know several people who (knows, know) how to tune up a Volkswagen.
3. Neither of the animals (has, have) been house trained.
4. It (is, are) four new tires that you'll have to buy, not two.
5. Everyone of them (looks, look) good enough to eat.
6. Many a law student (crams, cram) for exams.
7. (Is, Are) there a few of you veterans in the audience?
8. (Is, Are) there more of those cookies left?
9. (Is, Are) there more of that pie left?
10. I, as well as my parents, my grandparents, and my brother, (feels, feel) that our city is the best in the whole state.
11. We, proprietors of this restaurant, (promises, promise) to keep prices low.
12. Both of us (believe, believes) that you need a math tutor this summer.

Exercise 14

Identify the antecedent and the pronoun that refers to it in each of the following sentences. Indicate whether the pronoun is singular (S) or plural (P).

Example: Ann is fond of her cat. Antecedent Pronoun

Number

1. The Senate voted itself a raise in pay. _____ _____

2. They painted that room by themselves. _____ _____

3. Was it I to whom you just spoke? _____ _____

4. Are you sure this is the painting which
 you commissioned? _____ _____

5. I am the only one of the people here
 who knows the secret. _____ _____

6. He is one of the men who works here. _____ _____

7. Our team is proud of its victory. _____ _____

E. RANGKUMAN

Grammatically nouns can be grouped into countable nouns and uncountable nouns. Countable nouns are those that can be totaled, numbered, or counted (a book → ten books). Uncountable or non-count nouns are those that are abstract in quality or quantity, that is, that cannot be totaled, numbered, or counted (coffee, love, intelligence). A countable noun has two forms, the singular and the

plural. The plural can be formed by adding ending –s to the singular. The uncountable nouns do not have singular or plural form, but in usage they are treated as singular nouns.

Nouns can be used to function in many ways (as subjects, objects, complements, appositives, etc.) in sentence or clause constructions. A noun used as a subject of a sentence should be in agreement with the verb of the sentence. Like nouns, pronouns also have those functions that nouns do.

F. TES FORMATIF KB 1

A. Fill in the blanks with the appropriate noun forms.

Example: The judge's (decide) decision is final.

1. He gave a vivid (describe) of his home town.
2. The (maintain) of that building is the responsibility of Mr. Jones.
3. The child was punished for his (disobey)
4. They built an (extend) to the house.
5. His (succeed) in business was the result of hard work.
6. The doctor gained immediate (recognize) for his great discovery.
7. Every one would like a (reduce) in taxes.
8. We must find a (solve) to this problem.
9. His wife's constant (suspect) of infidelity irritated him.
10. The tornado caused a great deal of (destroy)

B. Use either the noncountable singular noun or countable plural noun appropriately.

Example: - It has been said that (youth) youth is wasted on young people.

- Several (youth) youths were loitering in the schoolyard.

1. The most expensive wigs are made of human (hair)
2. He is so bald that we can almost count the (hair) on his head.
3. Various (fruit) were on display at the fair.

4. Let's have some (fruit) for dessert.
5. He has always been praised for his great (strength) of character.
6. One of his great (strength) is his ability to get along with people.
7. He doesn't like to drink (wine) or (beer)
8. France produces many (wine)
9. That company will not hire you unless you have some (experience)
10. He told about some of the terrible (experience) he had had in the war.

C. Use the correct form of the pronoun in parentheses.

Example: John and (I) I are the same age.

The letter was addressed to John and (I) me.

1. Their mother is taking (they) all to the circus.
2. The money was given to (he) and (I)
3. All of (they) came late.
4. Every one finished the test except (I)
5. It was (I) who planned this meeting.
6. Between (you) and (I), she's not very happy in her new home.
7. Every nation has (it) own special problems.
8. Can you tell me which house is (they)
9. The man (who) car was stolen went to the police immediately.
10. I don't remember whether the pen I borrowed is (he) or (she)

D. Use the appropriate double possessive construction for the pronoun in bracket.

Example: He is a good friend (I) of mine.

1. An old classmate (he) is coming to dinner.
2. That car (they) always gave them trouble.

3. Any friend (you) is a friend (I)
4. A neighbor (we) likes to gossip a great deal.
5. Some students of (she) were on TV discussion program.
6. Almost no friends (Tom) came to the funeral.
7. Some papers (you) got mixed in with some notes (I)
8. Many patients (he) stopped coming to him after he raised his fees.
9. Those jade carvings (they) are worth a fortune.
10. I can't understand why she's so proud of that son (she)

BAB III KEGIATAN BELAJAR 2

A. KOMPETENSI DAN INDIKATOR

By the end of Kegiatan Belajar 2, the participants will gain a working knowledge in dealing with forms, functions, and usages of **verbs**, **auxiliaries** and **verb phrases** and will be able to use them correctly in different contexts both in written and oral forms.

B. URAIAN MATERI

VERBS

22. The **verb** is the **grammatical center** of the sentence. The verb has three regular inflectional endings: *-s*, *-ed*, *-ing*. Auxiliaries are used with verbs to form **verb phrases** that may function as predicators. A verb phrase consists of a verb or a group of verbal words that is used in a predication construction. The derivational endings *-en*, *-ize*, and *-ify* may be added to some nouns to change them into verbs.

apology	- apologize	memory	- memorize
threat	- threaten	strength	- strengthen
liquid	- liquidify	class	- classify

Some nouns take certain derivational prefixes (*en-*, *be-*, *ac-*, *im-*) to act as verbs.

knowledge	- acknowledge	friend	- befriend
slave	- enslave	prison	- imprison

23. The three types of verbs are **transitive**, **intransitive**, and **linking verbs**.

Transitive verbs take direct objects to complete their meanings (*bring*, *carry*). Intransitive do not take direct objects. The action of the verbs is not carried on to objects; it is complete in itself. Most verbs can be used without objects, at least in their progressive forms. Some verbs are always intransitive such as *arrive*, *complain*, *disagree*, *fall*,

succeed. To see if a verb is transitive or intransitive, ask the question *who?* or *what?* If either question cannot be answered of the verb, then it is intransitive.

24. Linking (or copulative or state-of-being) verbs are not action verbs. They may take predicate nouns (predicate nominatives) or predicate adjectives, but never adverbs. The most common linking verb is the verb *be* (She is an actress). Linking verbs may also be *sensing verbs* such as feel, look, smell, sound, and taste. Linking verbs may also be *appearance verbs* such as appear, become, grow, prove, remain, and seem when the meaning is some part of *be*.

VOICE

25. The voice of verbs (active or passive) indicates the relationships between the subjects and the actions expressed by their verbs. The active voice shows that the subject of the sentence is the actor or the doer of the action.

Susan *bought* a book. (Susan is the one who does the buying of the book)

The passive voice shows that the subject of the sentence is being acted upon, that is, receiving the action of the verb. The passive voice is formed by using some form of the verb *be* plus the past participle of the *main verb*. It is used to draw attention or give emphasis to the receiver of the action or to state generalizations. It is also used to keep a distance, that is, to maintain an impersonal position.

A book *was bought* by Susan.

The passive voice may also be used to perform the function of a linking verb.

Martin Luther King *was considered* a spiritual leader.

TENSE

Tense means 'time'. The tense of a verb indicates and establishes time and its relationship to events in a sentence. Conceptually the time can be divided into three basic categories: the past, the present, and the future. Accordingly, the basic classification of the tenses in English is based on those three time references: the past tenses, the present tenses, and the future tenses. Each of these tenses are then further divided into a number of subcategories such as simple tenses, continuous tense, and perfect tenses. These tenses take different patterns of verb phrases.

26. Principal parts/forms of a verb (phrase)

It is necessary to know the principal parts of a verb in order to know how to form the various tenses. For regular verbs, the present is the same as the infinitive (*talk, to talk*), the past is made by adding *-d* or *-ed* to the present (*talked*), the present participle (the progressive or continuous) is made by adding *-ing* to the present (*talking*), the past participle has the same form as the past. There are many irregular verbs, however, that form their principal parts in an irregular manner. In many grammar books or dictionaries there is a list of this irregular verbs and their principal parts. Knowing the parts will make it possible for a learner to form different kinds of tenses.

27. Simple tenses

The **simple present tense** is used to expressed:

a. present time or continued, habitual action.

I *hear* you. We *need* food.

b. general truth

The sun *rises* in the east.

c. historical present

Jefferson *ranks* as one of our great presidents.

d. the future

We *leave* for Miami on Tuesday; our plane arrives at 09.00.

The **simple past tense** is used to express an activity that ended sometime in the past.

I *got up* this morning and *ate* breakfast.

The **simple future tense** describes actions that have not yet happened.

a. One way to express the future is to use will or shall + simple form of the verb.

I *will come* on time.

b. Another way to express the future is to use be going to + simple verb.

We *are going to meet* him there next week.

28. Perfect tenses

These tenses (present perfect, past perfect, future perfect) are called perfect because they all refer to actions that have been completed (perfected) when the statement is made. The **present perfect tense** (have/has + the past participle) describes an action in one of four ways:

a. an action that happened at some indefinite time in the past.

Raul *has learned* many new words.

b. an action that started in the past and is continuing into the present.

Peggy *has worked* hard all her life.

c. an action that was repeated several times prior to the present.

It *has rained* everyday this week.

d. an action completed so recently in the past that it still has an effect in the

present.

He is not coming with us; he *has been* sick all week.

The choice between the simple past and the present perfect is one of intended meaning.

Riza *ate* here often. (At one time in the past he ate here, but not anymore now).

Riza *has eaten* here often. (He ate here in the past and still eats here).

The **past perfect** describe an action completed or a condition existing prior to some other past event. It is used in conjunction with the past tense. It shows the time relationship between at least two events or conditions, that is, one event occurred before another in the past.

I *had* already *eaten* when you called last night.

The **future perfect** describes a future act that will be completed before some other future time or event.

They *will have eaten* by the time you arrive.

29. Progressive tenses

These tense (present, past, future progressives, and present perfect progressive) are used to indicate that the action of the verb is continuous, not finished, at the time the statement is made.

The **present progressive** describes an action that is happening at the present moment or describes future action.

I *am writing* a letter right now.

Are you leaving for Singapore tomorrow?

The **past progressive** describes an action that was happening when another action interrupted or took place.

You *were sleeping* when you came in.

The **future progressive** describes an action that will be happening when another future action happens.

At this time next year, he *will be studying* at Cornell University.

30. The **present perfect progressive** describes an action that began in the past and has continued up to the present.

Mike *has been doing* poor work recently.

The **past perfect progressive** and the **future perfect progressive** tenses exist but they are rarely used.

Ron *had been calling* me all day Saturday, but I wasn't home.

Jane *will have been visiting* her grandma in California for a week by the time I finish my last exam.

Do not shift tenses. Consistency is important in sentence structure. If a sentence combines several tenses, their sequence must be logical.

I believed you last year, I believe you now, I'll always believe you.

Exercise 15

Fill in the missing principal parts/forms of the verbs in the table below.

	Present	Past	Progressive	Past participle
1.	_____	_____	<u>singing</u>	_____
2.	_____	_____	_____	<u>spent</u>
3.	_____	<u>fought</u>	_____	_____
4.	<u>break</u>	_____	_____	_____
5.	<u>take</u>	_____	_____	_____
6.	_____	<u>knew</u>	_____	_____
7.	_____	_____	_____	<u>put</u>
8.	_____	_____	_____	<u>finished</u>
9.	_____	_____	<u>becoming</u>	_____
10.	_____	<u>began</u>	_____	_____

Exercise 16

Choose the correct form of the verb.

- I had (spoken, spoke) to Mr Cousteau several times by telephone.
- It is necessary that he (finishes, finish) his education before entering the army.
- If you finish on time, (we'll, we'd) be surprised.

4. Mr. Olsen's watch (is lying, is laying) on the desk.
5. I wish Terry (were, had been) more honest when she wrote her resume.
6. The mail had already come when Jim (called, had called).
7. Secretary Watt has been (changed, changing) many of his predecessor's policies.
8. She understands that unless she studies (she'll, she'd) fail the exam.
9. Keith is a good skier, and (so, too) is Danielle.
10. They buried the coins so that no one else (would know, knew) where they were.
11. You'd better not (to swim, swim) in that dirty creek.
12. I don't understand it; Mary should (have called, called) us an hour ago.
13. Ms. Kessler is going to teach Linda (playing, to play) the viola.
14. Fred suggested that Ethel (drinks, drink) milk to calm her.
15. She (lay, laid) her new rug on the den floor.
16. He (raised, rose) from his bed feeling well rested.
17. Your casserole smells (wonderful, wonderfully).
18. If this proves (wrong, wrongly), we'll be embarrassed.
19. I wish this (was, were) Saturday; I can't wait.
20. It is essential that Daphne (keep, keeps) her job.

AUXILIARY VERBS

31. There are many **auxiliary verbs** that are used with main verbs. They fall into two basic categories, that is, modal auxiliaries such as *may, must, shall, will*, etc., and non-modal auxiliaries, that is, *be, do, and have*. The non-modal may also be used as full verbs. Auxiliaries are frequently contracted with the subject when the subject are pronouns and with not in negative sentences. Of all the auxiliaries only have to has a present, past, future, and perfect tense (have/has to, had to, will have to, have/has had to).

- 32.** Most **direct questions** in English are answered with short answers which are formed by adding the subject to the auxiliary or the verb *be* and by adding the word *yes* or *no*. The same auxiliary occurs in the question and the answer. The main verb is not repeated.

Can he make an omelette? Yes, he can. No, he can't.

Rejoinders are short responses to statements. They are usually modelled on the statement and they use an auxiliary with *either*, *neither*, *so*, or *too*.

Grace loves baseball. So do I.

Harry is getting fat. I am *too*.

She hasn't read the new novel. *Neither* have I.

Terry doesn't want to miss the TV program. I don't *either*.

- 33.** *Can* shows ability, while *be able to* shows capability.

You can ride that horse. I can't. I'm not able to do it.

Had better shows advisability of an action. *Had better* refers to future time.

He'd better not see her anymore.

Causatives, *have or get + the past participle and make + the simple form*, may be used to indicate the cause of some action or performance.

Did you *have* your heater *checked* before the winter?

Darlene *got* her car *washed* last week.

Will your mother *make* you *wear* brown shoes?

Conclusion, *must have + past participle* is used to conclude something about the past occurrences or to project high probability that an event will occur.

The picture just went black; the TV *must've broken*.

- 34.** Customary action, *would + the simple form* is used to express habitual or customary action.

Every year in November 1 he *would start* to grow a beard.

Expectation, *be supposed to + the simple form*, is used to express anticipation or expectation.

The bus *is supposed to be* here by now.

Invitations, *would like + the infinitive* means 'want' or 'desire'.

Necessity, *need + a gerund* or *need to be + a past participle* expresses necessity.

This electrical system *needs rewiring*.

These electrical systems *need to be rewired*.

Obligation: *should, must, ought, and have to* express obligation. Only *ought to* may be followed by an infinitive.

You *should know* better than to skate on thin ice.

We *ought to change* the oil in our car.

Permission: *may + the simple form* indicates permission. *Let + objective pronoun + the simple form* is also used to express permission.

You *may enter* now.

Will you *let me use* your car this afternoon?

- 35.** Possibility and probability: *may, might, could, and would + the simple form* express some degree of possibility or probability.

Doris *would be* happier if she moved back home.

It *might snow*, you'd better dress warmly.

Preference: *would rather + the simple form* means 'prefer' and is often contracted 'd rather.

I'd rather go to a museum than watch TV.

Suggestion: *could, might, should, and had better + the simple form* are used for present or future suggestions.

Next semester you *could take* History, Politics, or Sociology. Above all you'd *better take* Philosophy 101.

Exercise 17

Choose the correct answers

1. The reason for the tax cut was so that more money (may, might) be available.
2. You ('d better, better) tone up your muscles if you want to try out for gymnastics this year.
3. Angela lives in Minnesota now; she (used to, did) live in Alabama.
4. Will they (make, do) you cut your hair if you join the Air Force?
5. I (may have, must have) fallen asleep last night; I don't remember anything after 10.00.
6. Who (may, is supposed to) teach the chemistry course this year?
7. I ('d like, 'll like) to have a dinner party for all my friends.
8. This dress (needs, would like) ironing; it's much too wrinkled to wear.
9. You (might, ought to) take off your coat; it's going to be warm in the conference room.
10. Charles (will, may) trade his car for a motorcycle; he's not sure yet.

Exercise 18

Use the required auxiliary(ies) with each verb. In some sentences there are two possibilities.

Example: He said there was a possibility that the concert (call off) might or would be called off.

1. We (get) to the airport by nine o'clock, otherwise we'll miss our plane.
2. When I was a youngster, I (not worry) about anything at all.
3. No one (live) without food.
4. I (prepare) my income tax return last month, but I kept putting it off. Now I (do) it if I don't want to pay a penalty for filing late.
5. (I help) you clear the table?
6. His secretary asked whether she (have) the afternoon off to do some shopping.

7. There is no more paper left so I (not continue) typing.
8. Any one of the three suspects (commit) the murder yesterday.
9. He (be) thankful that he wasn't hurt in that accident instead of complaining about the damage to his car.
10. He was warned that he (pay) the fine or that he (put) in prison.

C. LATIHAN

EXERCISES 19

Choose the correct form of the verb.

1. The President said, "It is vital to our interests that we (are, be) represented at the peace talks."
2. If I (was, were) you, I'd try it.
3. "Zachary," his mother called, you (must'nt, mustn't) leave the screen door open ; flies will get in."
4. Gallagher won't sign the contract, (won't, will) he?
5. Mr. Colvin is a good speller, but Mr. Mallory (can't, isn't)
6. Susan (said me, said) not to tell anyone that she was getting a raise.
7. When are you going to start (dancing, danced) again?
8. Please (sit, set) the pitcher on the table.
9. We will be (glad, gladly) to see you.
10. The professor insisted that she (be, is) on time for every class.
11. If I had the money, I (would travel, will travel) to India.
12. We trimmed the hedges so that more sunlight (can, could) get through.

Exercise 20

Write the verb in each of the following sentences in the indicated tense and voice.

Example: The dog (cry) all morning. (past, active)

cried

1. I (watch) this TV show for the past hour. (pres. perf. prog., active)

2. Polly (depend) on Kathleen to wake her up on time. (future, active)

3. Florence (meet) Julian before she met George. (past perf., active)

4. It (say) that chicken soup is good for a common cold. (pres. perf.,
passive)

5. When we got there the store (close). (past, passive)

Exercise 21

Each of the following sentences contains an unnecessary shift in mood, tense, or voice. Underline the verb that needs to be changed and write its correct form in the space provided.

Example: Yesterday she came to my apartment and asks to borrow
some sugar.

asked

1. She wished she were older or he was younger.

2. Meredith put the fruit in the basket and a ribbon was tied around it.

3. Grandma always sets the table before the guests will arrive.

4. The leaves will be changing color soon, and the weather turns cold.

5. If I were you and was worried, I'd call a doctor.

6. Maureen thought she'll lose weight, but she didn't.

7. If I had run faster, I would win the race.

8. The player kicked the ball and was run after it.

9. The Senate discussed the merits of the treaty, and then it was passed.

10. Harry says he might go to Seattle today.

Exercise 22

Complete each of the following sentences with an appropriate word (auxiliary, too, so, either, neither) or with a tag ending, a short answer, or a rejoinder.

Example: He wanted to go, but he couldn't.

1. They pushed the cart as far as they _____.

2. She's already read today's newspaper, _____?

3. Carrie doesn't like to work too hard, I don't _____.

4. Is Mrs. Carrington a dentist? Yes, _____.

5. Hollis lives in Texas and _____ does Clayton.

6. This mountain will be difficult to climb, but the next one _____.

7. I think we should drive as fast as we _____ today.

8. Mai Ling can play the piano. _____ I.

9. Eddie can't go with us today, and _____ can Ruth.

10. Andy drives an old car, and Larry does _____.

11. I haven't seen that new play, but my husband _____.

12. My wife thinks this tie is old-fashioned, but I say it _____.

Exercise 23

Underline the auxiliary verb in parentheses that makes the sentence correct.

1. We trimmed the hedges so that more sunlight (can, could) get through.

2. The reason for the tax cut was so that more money (may, might) be available.
3. You ('d better, better) tone up your muscles if you want to try out for gymnastics this year.
4. Every time one of us kids lost a tooth, my grandfather (would give, gave) us 25¢.
5. Angela lives in Minnesota now; she (used to, did) live in Alabama.
6. Will they (make, do) you cut your hair if you join the Air Force?
7. I (may have, must have) fallen asleep early last night; I don't remember anything after 10:00.
8. Who (may, is supposed to) teach the chemistry course this year?
9. You (might, ought to) take off your coat; it's going to be warm in the conference room.
10. It sounds as though you want to save money on repairs. You (can, could) take a course on self-repair, you know.

D. LEMBAR KEGIATAN MAHASISWA

Exercise 24

Write the appropriate form of the verb (simple, past participle, infinitive, or gerund) in each of the following sentences.

Example: Be sure to have your shoes (shine) before your interview.

shined

1. Patricia said she really enjoyed (visit) Atlantic City this past summer.

2. I would rather (go) to the mountains than to the beach.

3. Phyllis hoped (see) the Hearst Museum on her trip.

4. Dan must have (leave) already; I don't see his car.

5. You really ought (read) this book; you'll love it.

6. I prefer (walk) in my garden in the morning when the air is cool.

7. Mary asked if we would like (ride) to work in her car today.

8. Do these towels need to be (wash).

9. "I should have (study) harder when I was in school," Tony said.

10. Frances invited us (attend) the opening of the exhibit.

Exercise 25

Write the verb in each of the following sentences in the indicated tense and voice.

Example: The dog (cry) all morning. (past, active)

cried

1. This program (monitor) by the people in the control booth. (pres. prog., passive)

2. Janie (open) her presents when Pete arrived. (past prog., active)

3. I (make) the coffee by the time you all awaken. (future perf., active)

4. By this time next week, they (drive) through Canada. (future prog., active)

5. According to Eleanor's letter, the bus (arrive) at 8:30. (pres.,active)

Exercise 26

Choose the correct answers

1. Mother always hoped that I (become, would become) a lawyer.
2. It seemed likely that he (will survive, would survive) the ordeal.
3. Tomo said he wanted to help us (prune, pruning) the rose bushes.
4. Her uncle asked that she (meets, meet) him for lunch.
5. He asked her (meet, to meet) him at 12:15.
6. The defendant denied that he (did, didn't do) the crime.
7. We expected that you (were, would be) late.
8. We expected you (to be, were) late.
9. "Mother, I want to go over to David's house." "You (can,may) go if you're home by 5.
10. Every time one of us kids lost a tooth, my grand father (would give, gave) us \$5.

E. RANGKUMAN

The **verb** is the **grammatical center** of the sentence. The verb has three regular inflectional endings: *-s*, *-ed*, *-ing*. Auxiliaries are used with verbs to form **verb phrases** that may function as predicators. A verb phrase consists of a verb or a group of verbal words that is used in a predication construction.

The derivational endings *-en*, *-ize*, and *-ify* may be added to some nouns to change them into verbs (apology - apologize; memory - memorize). Some nouns take certain derivational prefixes (*en-*, *be-*, *ac-*, *im-*) to act as verbs (knowledge - acknowledge; friend - befriend)

The three types of verbs are **transitive**, **intransitive**, and **linking verbs**.

Transitive verbs take direct objects to complete their meanings (*bring*, *carry*). Intransitive do not take direct objects. The action of the verbs is not

carried on to objects; it is complete in itself. Most verbs can be used without objects, at least in their progressive forms. Some verbs are always intransitive such as arrive, complain, disagree, fall, succeed. To see if a verb is transitive or intransitive, ask the question *who?* or *what?* If either question cannot be answered of the verb, then it is intransitive. Linking (or copulative or state-of-being) verbs are not action verbs. They may take predicate nouns (predicate nominatives) or predicate adjectives, but never adverbs. The most common linking verb is the verb *be* (She is an actress). Linking verbs may also be *sensing verbs* such as feel, look, smell, sound, and taste. Linking verbs may also be *appearance verbs* such as appear, become, grow, prove, remain, and seem when the meaning is some part of *be*.

F. TES FORMATIF KB 2

A. Choose the correct answer.

- I saw the coach on the field after the game, and he seemed
A. real angry B. very angrily C. angrily D. angry
- Doreen was so furious that she almost stopped playing the piano because her teacher insisted that she her scales
A. to practice B. practice C. practicing D. practiced
- Little Mary did not go to the party. I understand that she was unhappy that
A. she could not go B. she would not be able to go
C. can't go D. is not able to go
- I am still here because I my plane to Jakarta.
A. just miss B. just am missing
C. just missed D. almost missed
- Ms. Conover? She is the person to that man in the corner.
A. who is talking B. which is talking C. who talks D. who talked
- The parcels I just brought into the house on the table.
A. are laying B. are lying C. lying D. laying

7. The workers are all gone. Because of the bad weather, the boss permitted them early.
 A. leave B. to leaving C. to be going D. to leave
8. Many people have seen that film several times. I saw it and found it not very
 A. interested B. interesting C. of interest D. interest
9. The bank refused to cash your check because you it.
 A. don't sign B. didn't sign C. are not signing D. shall not sign
10. Son, I'd really like you a little harder in school.
 A. studying B. to be studying C. study D. to study
11. He has just finished fixing the door and it looks as though a very hard job.
 A. to be B. it was C. it must have been D. it must be
12. How was your weekend, Terry? It well.
 A. go B. goes C. going D. went
13. Probably little oil left under the North Sea by the year of 2010.
 A. will be B. there will be C. it will be D. will there be
14. Do you like these trousers? No, look very nice.
 A. it doesn't B. that doesn't C. they don't D. there don't
15. Napoleon the West Indian Island of Santo Domingo in 1801.
 A. attacking B. attacked C. is attacking D. has attacked
16. On Mercator's maps, the far northern and southern polar regions are
 A. greatly exaggerated in area B. exaggerating greatly in area
 C. greatly exaggerate in area D. great exaggeration in area
17. Reading is your hobby,?
 A. aren't you B. are you C. is it D. isn't it
18. , the match had to be postponed.
 A. Because snowing B. Because was snowing

- C. Because there was snowing D. Because it was snowing
19. When I looked into his room, he soundly in his bed.
A. slept B. was sleeping C. was slept D. had slept
20. Is it necessary the book immediately?
A. for him to return B. that he return C. his returning D. him to return
21. Lightning rarely twice in the same place.
A. is striking B. strikes C. does it strike D. it strikes
22. The new teacher in our class the exercises.
A. made the students do B. has the students doing
C. gets the students do D. made the students to do
23. The package containing books and records last week.
A. is delivered B. was delivered C. are delivered D. were delivered
24. The two new students during the coffee break.
A. being acquainted B. got acquainted
C. acquainting themselves D. made known to each other
25. five laps around the track, Kenny was too tired to attend his English class.
A. To run B. He ran C. After running D. Running
26. Not only, but he also owned a movie studio.
A. Hughes owned Las Vegas hotels B. did Hughes own Las Vegas hotels
C. owned Hughes Las Vegas hotels D. Las Vegas hotels owned Hughes
27. if we walk on the grass?
A. Do you want B. Are you minded C. Do you mind D. Do you think
28. It's Robert's job the dogs and put out the cats.
A. food B. to feed C. having fed D. has fed
29. People usually can get a sufficient amount of the calcium their bodies from the food they consume.
A. need B. needs C. needing D. to need
30. We are proud the success of our effort.

- A. to announce B. announcing C. for announcing D. to be announcing
31. It would be disastrous that.
A. for John doing B. for John to do C. for John did
D. for John do
32. So far there is no vaccine in sight for the common cold.
A. or cure B. has cured C. or curing D. having cured
33. One of the librarian's duties helping students.
A. are B. is C. has to be D. will
34. When did she dial the operator?
A. Tomorrow morning. B. After she finishes her study.
C. Next week. D. After she had had dinner.
35. Only one foreign student Indonesian food yet.
A. isn't used to eat B. isn't used to eating
C. isn't used to be eating D. didn't use to eating
36. In the past, the elderly couple than stayed at home.
A. would rather travel B. would have rather travelled
C. would rather travelled D. would rather have travelled
37. I want to see you tomorrow. What at ten o'clock tomorrow?
A. will you do B. will you be doing
C. have you done D. are you going to do
38. This morning I the book there.
A. couldn't find B. could not be found C. cannot find D. can find
39. Kitchen appliances called blenders became in the 1930s, when Stephen J. Poplawski developed a machine that excelled at making his favorite drink.
A. establish B. establishing C. established D. which establish
40. Our furniture of excellent teak.
A. makes B. is made C. is making D. has made
- B. Use the required auxiliary(ies) with each verb. In some sentences there are two possibilities.

Example: He said there was a possibility that the concert (call off) might or would be called off.

1. This wine is excellent. You (try) it
2. He (eat) less if he wants to lose weight.
3. I (see) you at once. I have important news for you.
4. You (not listen) to him. He will only cause you trouble.
5. I (pay) this bill immediately or I will be charged additional interest.
6. All the necessary documents (file) within the next week.
7. The authorities are trying to determine what (cause) the plane crash.
8. We're almost out of bread. We (buy) some more right away.
9. I don't know what the trouble is. They (be) here long before now.
10. You (not make) such sarcastic remarks to him when you saw him yesterday.

BAB IV KEGIATAN BELAJAR 3

A. KOMPETENSI DAN INDIKATOR

By the end of Kegiatan Belajar 3, the participants will gain a working knowledge in dealing with forms, functions, and usages of adjectives, adverbs, articles, and prepositions and will be able to use them correctly in different contexts both in written and oral forms.

B. URAIAN MATERI

ADJECTIVES, ADVERBS, ARTICLES, AND PREPOSITIONS

ADJECTIVES AND ADVERBS

36. Many adverbs are formed from adjectives by adding *-ly*. Some words ending in *-ly* are adjectives (friendly, motherly).. Some adverbs have two possible forms (close – closely, fair – fairly, hard – hardly, high – highly).

Drive *close* to the side of the road and watch *closely* for the street sign.

Some words may be used as adjectives or adverbs with no change in form (fast, hard, low, late). Do not use *when* or *where* to introduce noun clauses; they should be used as adverbs.

They told us we could begin *when we wanted*. (adverbial clause)

I believe *what you said*. (noun clause)

37. Do not confuse adjectival phrases with adverbial phrases. Since *due* is an adjective, the phrase *due to* should be used only to introduce an adjectival modifier.

- She was late because she had a headache. (adverbial)

- Her lateness was due to her headache. (adjectival)

- He failed the exam because he didn't study. (adverbial)

- His failure was due to the fact that he didn't study. (adjectival)

38. Do not use two negative adjectives or adverbs in the same construction.

a. *No* and *not* are the most common words used to make a sentence negative.

W: Susan doesn't have no car.

R: Susan doesn't have a car.

R: Susan has no car.

b. Some negative adverbs such as *barely*, *never*, *rarely*, *scarcely*, *seldom* always

make their sentences negative. Do not add *no* or *not* to sentences using these

words.

c. It is acceptable to use a construction such as *not unfamiliar* to mean familiar.

I was aware of your difficulties. → I was not unaware of your difficulties.

39. When the past participle of a verb is used as an adjective, the noun modified by that adjective is the receiver of some action. E.g.: The *closed* window needs to be repaired. When the present participle of an verb is used as an adjective, the noun modified by that adjective is the giver, doer, actor, or instigator of some action. E.g.: The *barking* dog annoys us.

40. Use commas to separate adjectives of equal rank that precede nouns. Do not use commas if the adjectives qualify other adjectives as well as nouns.

She drove a flashy, red sports car. It was a brave, stupid, and reckless act.

Use hyphens with compound adjectives that precede nouns. Compound adjectives are two or more words that act together with the force of a single modifier. The singular form of a measurement is used as an adjective.

He used a self-instructional manual to learn typing.

The sign said that it would be a one-time-only sale.

north-northwest up-to-date fashions

a 30-day month a 10-foot ladder

But note: The actor was well known.

His fashion is up to date.

41. There are several pairs of adverbs and adjectives that speakers often confuse in ordinary speech. Take care not to confuse them.

Almost means 'very nearly' or 'not quite'. *Most* refers to the greatest number.

Almost everyone in class owns a dictionary. You can find it in *most* grammar books.

Already means 'by this time' or 'previously'; it occurs in affirmative statements and in questions. *Yet* means 'so far'; it occurs in negative statements and in questions.

We've *already* been to Bali three times, but we haven't seen Garuda Wisnu Kencana *yet*.

Any is used in negative statements and in questions that anticipate negative answers. *Some* is used in affirmative statements and in questions that anticipate affirmative answers.

Do you want *any* bananas? No, I don't want any.

Do you want *some* bananas? Yes, I do.

Farther and *farthest* refer to distance or remoteness in space. *Further* and *furthest* refer to distance in time, degree, extent, or quantity.

Chicago is *farther* from here than I thought.

If you need *further* assistance, please ask the officer over there.

42. *Much*, *(a) little*, and *less* are used for uncountable nouns while *many*, *(a) few*, and *fewer* are used for countable nouns. *A little* and *a few* stress the presence of something in small quantity, *little* and *few* stress the absence of almost all quantity.

I have a little money. I have a few friends.

I have little money. I have few friends.

Good is always an adjective. *Well* is mostly used as an adverb but sometimes used as an adjective to mean 'healthy'.

Real and *sure* are adjectives meaning 'genuine' and 'certain' respectively. Many native speakers misuse them as adverbs. Do not make their mistakes. *Really* (and *very*) and *surely* are adverbs meaning 'extremely' and 'undoubtedly' or 'certainly'.

This bag is made of *real* leather.

I'm *really* pleased with its quality.

Are you *sure* he'll be here on time.

They *surely* wouldn't want to miss the party.

43. In order to avoid confusion, it is usually best to place adverbs as near as possible to the verbs, adjectives, or adverbs that they modify. Take particular care with *almost*, *ever*, *even*, *just*, *hardly*, *not*, and *only*.

Only he said he loved her. (No one else said it)

He only said he loved her. (He said nothing else)

He said only he loved her. (No one else loved her)

He said he only loved her. (Loving her was his sole activity)

He said he loved only her. (He loved no one else)

44. Adverbs should not separate verbs from their direct objects.

W: I will meet tomorrow the Chinese delegation.

R: I will meet the Chinese delegation tomorrow.

- 45.** Adjectives and adverbs may express a greater or lesser degree of quality or quantity by using the method of comparison (comparative and superlative degrees). The comparative degree is used to compare or relate two items with each other. Most short adjectives and adverbs form this degree by adding ‘-er’. Note the spelling changes. Most adjectives and adverbs of more than one syllable form this degree by adding *more* or *less*.

late – later than big – bigger than lazy –
lazier than

difficult – more difficult than eager – less eager than slowly – more
slowly than

Than usually follows the comparative degree. However, the following structure is also acceptable: He is *the wiser of* the two brothers.

Superlative is used to compare or relate three or more items with each other. Most short adjectives and adverbs form this degree by adding ‘-est’. Note the spelling changes. Most adjectives and adverbs of more than one syllable form this degree by adding *most* or *least*.

late – the latest big – the biggest lazy – the laziest
difficult – the most difficult eager – the least eager slowly – the
most slowly

- 46.** Some adjectives and adverbs are absolute, that is, by their definitions they cannot be qualified or compared. If a box is square, it is just square, having equal sides. It cannot be very square. It cannot be more square than another box. Square is square. Degrees of comparison with absolute adjectives or adverbs must use such words as *almost*, *not quite*, or *nearly* to indicate that they are approaching the absolute.

Of all the coins, this one is the most nearly round. (not the roundest)

Exercise 27

Choose the correct answers

1. I can tell that this meal is going to be (delicious, deliciously).
2. You look tired. Do you feel (healthy, healthily)?
3. Your machine types (noisy, noisily).
4. Your football coach says that you are really (good, well) at the sport.
5. The situation has become (worse, badly) than before.
6. The bill that Senator Kennedy introduced sounded (good, well) to us.
7. Convinced that she was right, Cybill said, "(Sure, Surely), you are mistaken."
8. Any one who eats and exercises (good, well) will certainly look (good, well).
9. Hearing that news gives me (real, really) satisfaction.
10. They gave us (less, fewer) food than we had ordered.

ARTICLES

47. Articles are actually limiting adjectives used to modify nouns. Basically, there are two kinds of articles in English: the definite article **the** and the indefinite article **a**. *A* has two variants: *a* and *an*. *The* also has two variants: *the* and *the* [ði]. *A* and *the* are used before nouns that begin with consonant sounds (a book, the school) while *an* and *the* are used with nouns that begin with vowel sounds (an egg, the artist).

48. The definite article *the* is used with nouns that are specifically identified in one way or another.

The milk that I bought yesterday should still be good.

The indefinite article is used with nouns that have not been specifically identified.

There is *a* book on the table.

Articles are used even if a descriptive adjective accompanies the noun.

a telephone a small, black telephone

49. No article is used in the following circumstances:

a. when a determiner specifically identifies the noun.

my pencil	the my pencil*
that desk	a that desk*

* This symbol signifies that the form is ungrammatical.

b. when the noun is of indefinite quality or quantity, that is, non-countable noun.

Coal is mined in Kalimantan.

Note the distinction between countable and non-countable nouns in these examples:

He has a great support system behind him.

He deserves support from us.

c. when the noun is the proper name of a person, street, city, country, etc. and is

not qualified.

Miriam is going to visit Mount Bromo in East Java.

50. *A* and *an* are used only with singular nouns. *The* is used with singular or plural nouns (the birds, the tables). *The* is also used in the following circumstances:

a. preceding the proper names of rivers, seas, mountains, and countries that have

been qualified in some way.

the Ganges River	the Alps
the Indian Ocean	the Republic of Austria

b. preceding the names of persons, streets, cities, countries, etc. when they are

used as proper adjectives.

the Korean highlands	the Malioboro merchants
the Semarang old town	the Indonesian foreign policy

c. preceding non-countable nouns when the nouns are followed by modifiers

She loves *the ballet* of George Balanchine

Compare the following pairs:

Jane is studying *sociology*.

Jane is studying *the sociology* of those strange people.

51. Articles should be repeated in a sentence if the meaning requires it.

The husband and the father came in. (two men)

The husband and father came in. (one man)

She had a red and an orange sweater. (two sweaters)

She had a red and orange sweater. (one sweater)

Exercise 28

Put in *a/an* or *the* where necessary.

I have just moved into ...(1).. house in ...(2).. Bridge Street. Yesterday ...(3).. beggar knocked at my door. He asked for ...(4).. meal and ...(5).. glass of beer. In return for this, ...(6).. beggar stood in his head and sang ...(7).. songs. I gave him ...(8).. meal. He ate ...(9).. food and drank ...(10).. beer. Then he put ...(11).. piece of cheese in his pocket and went away. Later ..(12).. neighbor told me about him. Everybody knows him. His name is Percy Buttons. He calls at every house in ...(13).. street once ...(14).. month and always asks for ...(15).. meal and ...(16).. glass of beer.

PREPOSITIONS

52. A preposition is a word that links a noun, pronoun, noun phrase or any other nominal constructions with the rest of the sentence, usually describing time, place, or relationship. Prepositions precede the nouns

that are regarded as the objects of the prepositions. Therefore, all pronouns that come after a preposition should be in the objective case.

He was asked to choose between Jack and I.*

He was asked to choose between Jack and me.

53. Preposition should be repeated if clarity requires it.

She looks better in green than brown.*

(This could mean she looks better in green than Brown looks in green.)

She looks better in green than in brown.

Take care not to use preposition needlessly.

Of what are you afraid of?*

Of what are afraid?

What are afraid of?

The racehorse wandered off of the track.*

The racehorse wandered off the track.

54. Many people think that preposition should not be used to end sentences. This is not true. While it is true that most sentences can be strengthened by ending them with some other part of speech, there is grammatically nothing wrong with these constructions.

What is your looking for?

I'm not sure I know what you're talking about.

This is not the sort of behavior that I'm going to put up with.

Exercise 29

Supply the correct prepositions in the following sentences.

1. He has gone abroad. He will return two year's time.
2. Saturdays I always go to the market.
3. I never go to the cinema the week.
4. He ran a hundred meters thirteen seconds.

5. I can't see him the moment. I'm busy.
6. My birthday is November 7th.
7. I was born Surabaya in 1958.
8. The days are very short December.
9. We arrived at the village late night. We left early the morning.
10. I shall not hear from him tomorrow.

C. LATIHAN

EXERCISES 30

Choose the correct answer.

1. We won't be there (because, due to) I have to work late to night.
2. (Almost, Most) all my ink is gone.
3. I don't have (any, some) faith in that solution.
4. Albert took the idea of time relativity (farther, further) than anyone dreamed he could.
5. I've had (fewer, less) trouble remembering names since I took that memory course.
6. We eat (a lot of, many) peanut butter in our house.
7. I don't think I like (that, those) brand of shoes.
8. (Only I, I only) had two pieces of chocolate, I assure you.
9. Amanda (occasionally is, is occasionally) temperamental.
10. Your hypothetical equation is (more, more nearly) perfect than any other I've seen.
11. Is Jakarta (as, so,) large as Singapore?
12. Peter can skate (better, as well) than his friend Helga.
13. This candy tastes too (sweet, sweetly) for me.
14. They told me the broth was hot, so I tasted (careful, carefully).
15. We tried your theory, and it proved (false, falsely).
16. Ms. Brown lives (fair, fairly) close to her mother-in-law.
17. That politician has a (high, highly) opinion of himself.
18. Frankly, I think his reputation is (high, highly) overrated.

19. Your problem seems (bad, badly).
20. Those gardenias smell (wonderful, wonderfully)?

D. LEMBAR KEGIATAN MAHASISWA

Exercise 31

Write the appropriate form of the adjective or adverb in each of the following sentences.

Example: (big) Which of these four is the biggest?

1. (invitingly) This bouquet is arranged _____ than that one.
2. (well) I feel much _____ now that I've rested.
3. (interesting) Vancouver is _____ of all the Canadian cities we visited.
4. (straight) Of all these lines, which do you think is _____ ?
5. (late) It's quite late; indeed, it's probably _____ than you realize.
6. (some) Do you think Bess wrote _____ letters than Harry did?
7. (long) I think this string is _____ that one.
8. (meek) Princess was the _____ of all the kittens in the litter.
9. (cuddly) She was also the _____ of all of them.
10. (clear) Your TV picture seems _____ mine.

Exercise 32

Underline the word in parentheses that makes the sentence correct.

1. The union leader said he couldn't compromise any (farther, further) than he already had.
2. The poll showed that (almost, most) people pay their taxes.
3. The only (sure, surely) way to find out is to ask.
4. I'm (real, really) glad to meet you.
5. (Almost, Most) anyone can learn to crochet.
6. Dave Jennings can kick a football (farther, further) than I can.
7. They gave us (less, fewer) bags of food than we had ordered.

8. I don't know why they sent it there, I'm not living on Bradley Boulevard (anymore, still).
9. I can get you (any, some) new ones, if you'd like.
10. I can't believe it; you haven't seen their new home (already, yet)

Exercise 33

Complete the sentences below by writing in **a** or **an**, or **x** if no article is required.

This past summer we bought 1 camper. 2 camper is like 3 small bus, but it is more comfortable than 4 bus. Ours has 5 icebox, 6 table, and 7 area that we use for 8 storage. Our 9 sleeping space is big enough for 10 ten people. 11 added advantage in 12 this camper is that it uses 13 regular gasoline. We like to eat 14 fruit in the morning for 15 breakfast, so we always keep 16 supply of 17 apples and 18 oranges in one of the cabinets. One 19 day we even bought 20 watermelon.

Exercise 34

Complete the sentences below by writing in the article **the** if it is required or by writing an **x** if it is not.

1. I hear that ____ price of gold has gone up again.
2. ____ seafood is very good at this restaurant.
3. Our mayor spoke to us about ____ crime problem in the city.
4. An acronym for Great Lakes is HOMES.
5. Our Constitution guarantees the right to ____ life
6. ____ Mexican border with the U.S. is long.
7. ____ milk is our favorite beverage.
8. ____ beer you're drinking is made in Milwaukee.
9. Both the President and ____ Vice President are Westerners.
10. The blue and ____ green rug in the hallway needs cleaning.

E. RANGKUMAN

An adjective is a word that describes, modifies, or limits the meaning of a noun, pronoun, or a noun phrase. An adverb is a word that qualifies or describes the meaning of a verb, an adjective, or another adverb. It can tell how, where, when, how often, or to what degree.

Articles are actually limiting adjectives used to modify nouns. Basically, there are two kinds of articles in English: the definite article **the** and the indefinite article **a**. *A* has two variants: *a* and *an*. *The* also has two variants: *the* and *ði*. *A* and *the* are used before nouns that begin with consonant sounds (a book, the school) while *an* and *the* are used with nouns that begin with vowel sounds (an egg, the artist). The definite article *the* is used with nouns that are specifically identified in one way or another.

A preposition is a word that links a noun, pronoun, noun phrase or any other nominal constructions with the rest of the sentence, usually describing time, place, or relationship. Prepositions precede the nouns that are regarded as the objects of the prepositions. Therefore, all pronouns that come after a preposition should be in the objective case.

F. TES FORMATIF KB 3

A. Choose the correct answer.

1. With new technology, cameras can take pictures of underwater valleys color.
 A. within B. for C. in D. by
2. Physical fitness exercises can cause injuries the participants are not careful.
 A. that B. and C. for D. if
3. Black, red, and even bright pink diamonds
 A. occasionally to find B. occasionally found
 C. have occasionally been found D. have occasionally found

4. He is very proficient English, but very deficient mathematics.
 A. in - in B. in - with C. with - in D. at - for
5. An actress's life is in many ways other women.
 A. alike that of B. like that of C. like of that D. alike of that
6. In order for people to work together effectively, they need each other's needs.
 A. to be sensitive to B. is sensitive for C. sensitivity D. sensitive
7. great was the destruction that the South took decades to recover.
 A. Very B. Too C. Such D. So
8. I think my answer on the exam
 A. the possible best choice B. the best possible choice
 C. the better of all choices D. best beyond all choices
9. I will talk to the children
 A. one and then the other B. in singles
 C. first one then the next D. one by one
10. Despite of his broken leg, Allen can walk get around.
 A. good enough to B. well enough to C. good to D. fine enough to
11. a person wears eyeglasses, the more dependent on them he or she tends to become.
 A. When B. The longest C. The longer
 D. If
12. This milk is
 A. not enough cool to drink B. not cool enough to drink
 C. not enough cool for drinking D. not to drink enough cool
13. In the West, the birth of a girl is welcomed with an enthusiasm to that of a boy.
 A. equally B. they are equal C. equal D. and equal
14. united effort is needed if the problem of the 'underground economy' is to be resolved.
 A. It is a B. A C. There is a D. An
15. The teacher spoke I couldn't understand him.

- A. rapidly so that B. that so rapidly C. so rapidly that D. rapidly that so
16. We will not leave she arrives.
A. until B. for C. since D. during
17. He is thoroughly selfish man; he wouldn't lift finger to help anyone.
A. the - a B. a - the C. the - the D. a - a
18. In recent times, the invention which has most changed the face of the world, most influenced the industrial development of the world, and is the automobile.
A. most affected its culture B. most affecting its culture
C. with most effect on its culture D. most to affect its culture
19. He is so honorable that I believe he is telling a lie.
A. incapable of B. incapable of C. incapable to D. impossible of
20. His grandfather owns a large in the country.
A. vegetable's farm B. vegetable farm's
C. farm's vegetable D. vegetable farm
21. problems in sailing in tropical seas is the coral reefs.
A. The biggest one B. Of the biggest one
C. One of the biggest D. There are the biggest
22. Generic medications are just as and much less expensive.
A. effectively brand-name products B. brand-name products effective
C. brand-name products as effective D. effective as brand-name products
23. He was laughing so hard that we thought that he was hysterical.
A. real B. really C. that D. like real
24. The professor sometimes makes remarks that are not the topic.
A. relevant with B. relevant to C. relating to D. relevant for
25. I have paid for so many traffic violations that I a regular customer.
A. have almost become B. almost have become
C. almost became D. have almost to become

26. Frank was very lucky to have escaped with his life; he almost did not get in time.
 A. out from the room B. from the room out
 C. out to the room D. out of the room
27. Her husband has a habit of speaking
 A. mostly bluntly B. most blunt C. very bluntly D. very blunt-like
28. It is difficult to understand many British actors, but some of them
 A. speak more clear than others B. speak more clearly than others
 C. speak clearer from others D. speak clearer than others
29. Why do you feel you offended your our hostess last night? I anything wrong.
 A. wasn't not aware of B. wasn't aware from
 C. wasn't aware of D. wasn't aware to
30. People in other lands laugh at our fashions because they probably cannot the styles
 A. adjust with B. be adjusted C. adjusting to
 D. adjust to

KUNCI JAWABAN TES FORMATIF

Exercise 1

1. comprises 2. Marys 3. moose 4. sopranos 5. USA's
 6. have 7. sister-in-law's 8. women's 9. is 10. go

Exercise 2

1. journeys 2. potatos 3. fathers-in-law 4. fish 5.
 hypotheses
 6. halves 7. beliefs 8. mice 9. alumni 10. indices

Exercise 3

1. I 2. their 3. her 4. hers 5. Lynn and me
 6. anything 7. his/her 8. as 9. their 10. who

Exercise 4

1. who 2. he 3. hers 4. me 5. we
 6. I 7. its 8. his/her 9. their 10. their

Exercise 5

- | | | | | |
|------------|-----------|------------|-----------|--------------|
| 1. Davids | 2. courts | 3. offices | 4. masses | 5. watches |
| 6. Joneses | 7. boxes | 8. P's | 9. %'s | 10. counties |

Exercise 6

- | | | | | |
|----------------|----------|-------------------|--------|-------|
| 1. Betty's | 2. Tim's | 3. sisters-in-law | 4. is | 5. is |
| 6. cost
has | 7. play | 8. cover | 9. run | 10. |

Exercise 7

- | | | |
|----------------------------------|-----------------------|-----------|
| 1. boys – their - P
their - P | 2. Many – their – P | 3. None – |
| 4. None – its – S | 5. Mr Essig – his – S | |
| 6. Charless – his – S | 7. Kurt – whom – S | |

Exercise 8

- | | | | | |
|-------------|--------|---------|--------|-----------|
| 1. their | 2. is | 3. it's | 4. who | 5. This |
| 6. yourself | 7. her | 8. him | 9. its | 10. there |

Exercise 9

- | | | | | | |
|----------------|----------------|---------|--------|-------|----|
| 1. who
them | 2. whom | 3. I | 4. we | 5. me | 6. |
| 7. me | 8. him and her | 9. they | 10. we | | |

Exercise 10

- | | | | |
|----------------------|----------------|----------------------------|-------------------|
| 1. Monday's | 2. Chris's | 3. The Petersons' | 4. Our employees' |
| 5. women's | | | |
| 6. daughter-in-law's | | 7. Ferguson's and Gordon's | 8. Al's |
| 9. Post's | | | |
| 10. Jane's | 11. another's | 12. grandmother's | 13. CPA's |
| 14. year's | 15. Kinsella's | | |

Exercise 11

- | | | | | |
|---------|--------|--------|----------|-----------------|
| 1. is | 2. Who | 3. I | 4. me | 5. him and hers |
| 6. they | 7. we | 8. has | 9. It is | 10. crams |

Exercise 12

- | | | | | |
|---------------|--------------|----------|---------|----------|
| 1. themselves | 2. you | 3. me | 4. whom | 5. whose |
| 6. that | 7. whichever | 8. These | 9. One | 10. any |

Exercise 13

- | | | | | | |
|-------------|---------|--------|----------|-------------|----|
| 1. doesn't | 2. know | 3. has | 4. is | 5. looks | 6. |
| crams | | | | | |
| 7. Are | 8. Are | 9. Is | 10. feel | 11. promise | |
| 12. believe | | | | | |

Exercise 14

1. Senate – itself – S
2. They – themselves – P
3. I – whom – S
4. Painting – which – S
5. One – who – S
6. men – who – P
7. team – its – S

Tes Formatif KB 1 A

1. description
2. maintenance
3. disobedience
4. extension
5. success
6. recognition
7. reduction
8. solution
9. suspicion
10. destruction

Tes Formatif KB 1 B

1. hair
2. hairs
3. fruits
4. fruit
5. strength
6. strengths
7. wine - beer
8. wines
9. experience
10. experiences

Tes Formatif KB 1 C

1. them
2. him – me
3. them
4. me
5. I
6. you – me
7. its
8. theirs
9. whose
10. his - her

Tes Formatif KB 1 D

1. of his
2. of theirs
3. of yours – of mine
4. of ours
5. of hers
6. of Tom's
7. of yours
8. of his
9. of theirs
10. of hers

Exercise 15

1. sing – sang - sung
2. spend – spent – spending
3. fight – fighting – fought
4. broke – breaking – broken
5. took – taking – taken
6. know – knowing – known
7. put – put – putting
8. finish – finished – finishing
9. become – became – become
10. begin – beginning - begun

Exercise 16

1. spoken
2. finish
3. we'll
4. is lying
5. had been
6. called
7. changing
8. she'll
9. so
10. knew
11. swim
12. have called
13. to play
14. drink
15. laid
16. rose
17. wonderful
18. wrong
19. were
20. keep

Exercise 17

1. might 2. 'd better 3. used to 4. make 5. must have
6. is supposed to 7. 'd like 8. needs 9. ought to 10. may

Exercise 18

1. should/ought to get 2. would not worry 3. can live
4. should have prepared – must do 5. Could I help 6.
 could have
7. cannot continue 8. must have committed 9.
 should be
10. should/ought to pay – would be put

Exercise 19

1. be 2. were 3. mustn't 4. will 5. isn't 6. said
7. dancing 8. set 9. glad 10. be 11. would travel 12.
 could

Exercise 20

1. have been watching 2. will depend 3. had met
4. has been said 5. was closed

Exercise 21

1. were 2. tied a ribbon 3. arrive 4. will turn/ will be turning 5.
were
6. she'd lose 7. would have won 8. ran 9. passed it
10. may

Exercise 22

1. could 2. hasn't she 3. either 4. she is 5. so 6.
won't
7. can 8. so can I 9. neither 10. too 11. has 12. isn't

Exercise 23

1. could 2. might 3. 'd better 4. would give 5. used to 6.
make
7. must have 8. is supposed to 9. ought to 10. could

Exercise 24

1. visiting 2. go 3. to see 4. left 5. to read
6. to walk / walking 7. to ride 8. washed 9. studied 10. to
attend

Exercise 25

1. is being monitored 2. was`opening 3. will have made
4. will be driving 5. arrives

Exercise 26

1. would become 2. would survive 3. prune 4. meet 5. to meet
 6. did 7. would be 8. to be 9. may 10. would give

Tes Formatif 2 A

- | | | | | | |
|-------|-------|-------|-------|-------|-------|
| 1. D | 2. B | 3. A | 4. C | 5. A | 6. B |
| 7. D | 8. B | 9. B | 10. D | 11. B | 12. D |
| 13. B | 14. C | 15. B | 11. 6 | 17. D | 18. D |
| 19. B | 20. A | 21. B | 22. A | 23. B | 24. B |
| 25. C | 26. B | 27. C | 29. B | 29. A | 30. A |
| 31. B | 32. A | 33. B | 34. D | 35. B | 36. B |
| 37. B | 38. A | 39. D | 40. B | | |

Tes Formatif 2 B

1. must 2. should/ought to 3. have to see 4. must not listen
 5. must pay 6. will be filed 7. could have caused 8. need to buy
 9. must have been 10. should not make

Exercise 27

1. delicious 2. healthy 3. noisily 4. good 5. worse 6. good
 7. Surely 8. well - good 9. real 10. less

Exercise 28

1. a 2. - 3. a 4. a 5. a 6. the
 7. - 8. a 9. the 10. the 11. a
 12. a
 13. the 14. a 15. a 16. a

Exercise 29

1. in 2. On 3. during 4. in 5. at 6. on
 7. in 8. in 9. at - in 10. until

Exercise 30

1. because 2. Almost 3. any . further 5. less 6. a lot of
 7. that 8. I only 9. is occasionally 10. more nearly 11. as
 12. better 13. sweet 14. carefully 15. false 16. fairly 17. high
 18. highly 19. bad 20. wonderful

Exercise 31

1. more invitingly 2. better 3. the most interesting

4. the most nearly straight longer than
 5. later
 6. more
 7.
 8. meekest
 9. most cuddly
 10. clearer than

Exercise 32

1. further farther
 2. most
 3. sure
 4. really
 5. Almost
 6.
 7. fewer
 8. anymore
 9. some
 10. yet

Exercise 33

1. a
 2. A
 3. a
 4. a
 5. an
 6. a
 7. an
 8. x
 9. x
 10. x
 11. An
 12. x
 13. x
 14. x
 15. x
 16. a
 17. x
 18. x
 19. x
 20. a

Exercise 34

1. the
 2. The
 3. the
 4. the
 5. x
 6. The
 7. x
 8. The
 9. the
 10. x

TF KB 3 A

1. C
 2. D
 3. C
 4. A
 5. B
 6. A
 7. D
 8. B
 9. D
 10. B
 11. C
 12. B
 13. C
 14. B
 15. C
 16. A
 17. D
 18. A
 19. B
 20. D
 21. C
 22. D
 23. B
 24. A
 25. A
 26. D
 27. C
 28. B
 29. C
 30. D

GLOSARIUM

Active voice: the verb form that indicates that the subject of the sentence is doing or causing the action or effect that is expressed by the verb.

Adjective: a word that describes, modifies, or limits the meaning of a noun, pronoun, or a noun phrase.

Adverb: a word that qualifies or describes the meaning of a verb, an adjective, or another adverb. It can tell how, where, when, how often, or to what degree.

Auxiliary verb: a verb that accompanies the main verb of a clause or a sentence and helps express its tense, mood, or voice.

Collective noun: the name of a collection, group, set of persons, places, things, etc. (team, jury, audience)

Complement: a word or phrase that completes the meaning of the verb in a clause or sentence. The construction of the predicate can be completed by the complement.

Complex sentence: a sentence with one independent clause and one or more dependent clauses.

Compound sentence: a sentence with two or more coordinate independent clauses, usually joined by a coordinate conjunction.

Conjunction: a word that connects or joins two or more words or ideas, showing the relationship between them.

Conjunctive adverb: a word that modifies the clause that it introduces and that joins two independent clauses. It functions as both an adverb and a conjunction.

Coordinate conjunction: a conjunction that connects two equal and identically constructed parts.

Correlative conjunction: a conjunction that connects items of equal rank and similar form that are used in pairs. It shows their reciprocal or complimentary relationship.

Countable nouns: nouns that can be totaled, numbered, or counted.

Dependent clause: a clause that cannot stand alone as a sentence; it expresses an incomplete thought. Dependent clauses are introduced by subordinate conjunction, such as *that*, *who* *since*, *although*, etc.

Determiner: a demonstrative or possessive adjective or article that modifies a noun.

Direct object: a word or phrase that directly receives the action of the verb and that answers the question *what*.

Imperative: the mood of the verb that expresses a command or request. The subject of an imperative mood sentence is *you*, always understood, and often omitted. (Stop where you are. Wake up.)

Independent clause: a clause that can stand alone, independently, as a sentence; it expresses a complete thought.

Indicative: the mood of a verb that indicates that the action or condition expressed by the verb is fact. (John drives fast.)

Indirect object: a word or phrase that indirectly receives the action of the verb and that answers the question *to whom*.

Linking verb: a verb that connects a subject with a predicate adjective or predicate nominative. The most common linking verb is *be*; other examples include *appear*, *seem*, *look*.

Mood: a form used to express a verb's factuality or the likelihood of the action or condition. The three moods are imperative, indicative, and subjunctive.

Non-countable noun: a noun that is abstract in quality and quantity; that is, that cannot be totaled, numbered, or counted. (coffee, love, intelligence)

Noun: the name of a person, place, thing, idea, quality, activity, etc. Nouns are used as subjects, objects of verbs, objects of prepositions, or appositives.

Noun phrase: a word or a group of words that functions as a noun.

Object: a word or phrase that identifies the person, place, thing, etc., affected by the predicate in a clause, or that follows and is governed by a preposition. (The man in *uniform* took *our tickets*.)

Participle: a verbal; a form of a verb that is used as an adjective. (the *spoken* word; a *singing* parrot). Or, a form of a verb used with a auxiliary verb to indicate certain tenses. (I have *spoken*. She is *singing* in her cage)

Passive voice: The verb form that indicates that the subject of the sentence is receiving the action or effect that is expressed by the verb. (The water was boiled.)

Past participle: the principal form of a verb that indicates past or completed action or effect. With an auxiliary, the past participle forms the perfect tenses; alone, it functions as an adjective.

Perfect participle: a form of a verbal consisting of *having* and the past participle.

Phrase: a group of related words without a subject or a predicate. Phrases must be used in sentences, attached to other words; they cannot stand alone.

Possessive: the case of noun or pronoun that indicates ownership or possession. Apostrophes are added to nouns or indefinite pronouns to show possessive case. (Suharto's policy; my weapon).

Preposition: A word that links a noun, pronoun, noun phrase with the rest of the sentence, usually describing time, place, or relationship.

Present participle: the principal form of a verb that indicates continuous or present action. Present participle is also called progressive form or –ing form.

Pronoun: a word used in the place of a noun or noun phrase, usually to avoid repetition. Pronouns designate nouns with naming them

Relative pronoun: a pronoun that introduces a dependent clause and that refers to some antecedent.

Subjunctive: the mood of a verb that expresses hypothetical, contingent, or imaginary action. (If music *be* the food of love, play on.)

Subordinate conjunction: a conjunction that connects a dependent clause with an independent one. (We'll go *where* we're told.)

Voice: a form of a verb that indicates the relationship between the subject of the verb and the action the verb expresses. The two voices are active and passive.

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BAB I STANDARD ISI MATA PELAJARAN BAHASA INGGRIS UNTUK SEKOLAH MENENGAH PERTAMA (SMP) / MADRASAH TSANAWIYAH (MTS)

A. Latar Belakang

Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Pembelajaran bahasa diharapkan membantu peserta didik mengenal dirinya, budayanya, dan budaya orang lain. Selain itu, pembelajaran bahasa juga membantu peserta didik mampu mengemukakan gagasan dan perasaan, berpartisipasi dalam masyarakat, dan bahkan menemukan serta menggunakan kemampuan analitis dan imajinatif yang ada dalam dirinya.

Bahasa Inggris merupakan alat untuk berkomunikasi secara lisan dan tulis. Berkomunikasi adalah memahami dan mengungkapkan informasi, pikiran, perasaan, dan mengembangkan ilmu pengetahuan, teknologi, dan budaya. Kemampuan berkomunikasi dalam pengertian yang utuh adalah kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yaitu mendengarkan, berbicara, membaca dan menulis. Keempat keterampilan inilah yang digunakan untuk menanggapi atau menciptakan wacana dalam kehidupan bermasyarakat. Oleh karena itu, mata pelajaran Bahasa Inggris diarahkan untuk mengembangkan keterampilan-keterampilan tersebut agar lulusan mampu berkomunikasi dan berwacana dalam bahasa Inggris pada tingkat literasi tertentu.

Tingkat literasi mencakup *performative*, *functional*, *informational*, dan *epistemic*. Pada tingkat *performative*, orang mampu membaca, menulis, mendengarkan, dan berbicara dengan simbol-simbol yang digunakan. Pada tingkat *functional*, orang mampu menggunakan bahasa untuk memenuhi kebutuhan hidup sehari-hari seperti membaca surat kabar, manual atau petunjuk. Pada tingkat *informational*, orang mampu mengakses pengetahuan dengan kemampuan berbahasa, sedangkan pada tingkat *epistemic* orang mampu mengungkapkan pengetahuan ke dalam bahasa sasaran (Wells, 1987).

Pembelajaran bahasa Inggris di SMP/MTs ditargetkan agar peserta didik dapat mencapai tingkat *functional* yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari, sedangkan untuk SMA/MA diharapkan dapat mencapai tingkat *informational* karena mereka disiapkan untuk melanjutkan pendidikannya ke perguruan tinggi. Tingkat literasi *epistemic* dianggap terlalu tinggi untuk dapat dicapai oleh peserta didik SMA/MA karena bahasa Inggris di Indonesia berfungsi sebagai bahasa asing.

B. Tujuan

Mata Pelajaran Bahasa Inggris di SMP/MTs bertujuan agar peserta didik memiliki kemampuan sebagai berikut.

1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi *functional*
2. Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global
3. Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya.

C. Ruang Lingkup

Ruang lingkup mata pelajaran Bahasa Inggris di SMP/MTs meliputi:

1. kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yakni mendengarkan, berbicara, membaca dan menulis secara terpadu untuk mencapai tingkat literasi *functional*;
2. kemampuan memahami dan menciptakan berbagai teks fungsional pendek dan monolog serta esei berbentuk *procedure*, *descriptive*, *recount*, *narrative*, dan *report*. Gradasi bahan ajar tampak dalam penggunaan kosa kata, tata bahasa, dan langkah-langkah retorika;
3. kompetensi pendukung, yakni kompetensi linguistik (menggunakan tata bahasa dan kosa kata, tata bunyi, tata tulis), kompetensi sosiokultural (menggunakan ungkapan dan tindak bahasa secara berterima dalam berbagai konteks komunikasi), kompetensi strategi (mengatasi masalah yang timbul dalam proses komunikasi dengan berbagai cara agar komunikasi tetap berlangsung), dan kompetensi pembentuk wacana (menggunakan piranti pembentuk wacana).

D. Standar Kompetensi dan Kompetensi Dasar

Kelas VII, Semester 1

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</p> <p>1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan</p>
<p>2. Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>2.2 Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p>

Standar Kompetensi	Kompetensi Dasar
<p>Berbicara</p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima</p> <p>3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</p> <p>3.3 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan</p>
<p>4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>4.1 Mengungkapkan makna tindak tutur dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p>

Standar Kompetensi	Kompetensi Dasar
<p>Membaca</p> <p>5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat</p>	<p>5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat</p> <p>5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</p>
<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p>

Kelas VII, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta</p> <p>7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal</p>
<p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>

Standar Kompetensi	Kompetensi Dasar
<p>Berbicara</p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta</p> <p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal</p>
<p>Membaca</p> <p>10. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat</p>	<p>10.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</p> <p>10.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>

Standar Kompetensi	Kompetensi Dasar
	10.3 Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima
<p>Menulis</p> <p>11. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>11.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>11.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>

Kelas VIII, Semester 1

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</p> <p>1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>
<p>2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>

Standar Kompetensi	Kompetensi Dasar
<p>Berbicara</p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</p> <p>Memahami dan merespon percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>
<p>4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>
<p>Membaca</p> <p>5. Memahami makna teks tulis fungsional dan esei pendek</p>	<p>Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana</p>

Standar Kompetensi	Kompetensi Dasar
<p>sedehana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar</p>	<p>dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>
<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i>, dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>

Kelas VIII, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> <p>Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon</p>
<p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>narrative</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i></p>

Standar Kompetensi	Kompetensi Dasar
<p>Berbicara</p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> <p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon</p>
<p>10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i>, dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>

Standar Kompetensi	Kompetensi Dasar
<p>Membaca</p> <p>11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i>, dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>
<p>Menulis</p> <p>12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i></p>

Kelas IX, Semester 1

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari</p>	<p>1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: meminta dan memberi kepastian, serta mengungkapkan dan menanggapi keraguan</p> <p>1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur berikut meminta pengulangan, menunjukkan perhatian, dan menyatakan kekaguman</p>
<p>2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari</p>	<p>2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari</p> <p>2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i></p>
<p>Berbicara</p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan</p>	<p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan</p>

Standar Kompetensi	Kompetensi Dasar
pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari	<p>secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: meminta dan memberi kepastian dan mengungkapkan dan menanggapi keraguan</p> <p>3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: meminta pengulangan, menunjukkan perhatian, dan menyatakan kekaguman</p>
4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari	<p>4.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari</p> <p>4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i></p>
<p>Membaca</p> <p>5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan</p>	<p>5.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> dengan ucapan, tekanan dan intonasi yang berterima</p> <p>5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks</p>

Standar Kompetensi	Kompetensi Dasar
sehari-hari	kehidupan sehari-hari 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i>
Menulis 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari 6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i>

Kelas IX, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari</p>	<p>7.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur mengungkapkan kesantunan</p> <p>7.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur memberi berita yang menarik perhatian, dan memberi komentar terhadap berita</p>
<p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari</p>	<p>8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari</p> <p>8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> dan <i>report</i></p>
<p>Berbicara</p> <p>9 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dan monolog pendek</p>	<p>9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima</p>

Standar Kompetensi	Kompetensi Dasar
<p> sederhana berbentuk <i>narrative</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari</p>	<p> untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur mengungkapkan kesantunan</p> <p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: memberi berita yang menarik perhatian dan memberi komentar terhadap berita</p>
<p>10 Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari</p>	<p>10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari</p> <p>10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari berbentuk <i>narrative</i> dan <i>report</i></p>
<p>Membaca 11 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> untuk berinteraksi dalam</p>	<p>11.1 Membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-hari</p>

Standar Kompetensi	Kompetensi Dasar
konteks kehidupan sehari-hari	<p>11.2 Merespon makna dalam teks tulis fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari</p> <p>11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> dan <i>report</i></p>
<p>Menulis</p> <p>12 Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari</p>	<p>12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari</p> <p>12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> dan <i>report</i></p>

E. Arah Pengembangan

Standar kompetensi dan kompetensi dasar menjadi arah dan landasan untuk mengembangkan materi pokok, kegiatan pembelajaran, dan indikator pencapaian kompetensi untuk penilaian. Dalam merancang

kegiatan pembelajaran dan penilaian perlu memperhatikan Standar Proses dan Standar Penilaian.

Tugas: Cermati SK, KD dalam Standar Isi sekaligus konsep-konsep serta istilah-istilah untuk persiapan pembuatan pemetaan

BAB II PEMETAAN BAHASA INGGRIS SMP/MTS

Standar Kompetensi dan Kompetensi Dasar dalam Standar Isi masih belum mencerminkan adanya pembelajaran bahasa Inggris yang terintegrasi seperti yang sebaiknya dilaksanakan di tingkat SMP, oleh karena itu SK dan KD tersebut perlu dipetakan. Cara pemetaan dapat dilakukan dengan berbagai macam cara, dengan landasan pemikiran yang berbeda. Berikut ini adalah salah satu contoh pemetaan yang dapat dilakukan

**Contoh Pemetaan Bahasa Inggris SMP/MTs
Kelas VII / Semester I**

SK	KD	Jenis Teks	Unsur Bahasa	Alokasi Waktu	Penilaian					Keterangan	
					1	2	3	4	5		
1 (Listening) dan 3 (Speaking) Memahami dan mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	<ul style="list-style-type: none"> • Merespon (KD1.1) dan mengungkapkan (KD 3.1) tindak tutur: a. menyapa orang yang belum/sudah dikenal, b. memperkenalkan diri sendiri/orang lain, c. memerintah atau melarang. 	Teks lisan percakapan (interaksional): Transaksional dan interpersonal	Ungkapan baku: a. X: Good morning / how are you Y: Good morning / Fine thanks. Nice to meet you b. X: Hello, I'm Nina Y: Hello, I'm Dodi c. X: Don't do that! Y: (Melakukan) Why Not? 1.2. Pronunciation: - intonation - sentence stress	10X40'	v	v				v	

	<ul style="list-style-type: none"> • Merespon (KD1.2) dan mengungkapkan (KD 3.2) tindak tutur: a. meminta dan memberi informasi, b. mengucapkan terima kasih, c. meminta maaf, d. mengungkapkan kesantunan 	<p>Teks lisan percakapan (interaksional): Transaksional dan interpersonal</p>	<p>1.3.Ungkapan baku:</p> <p>a. X:What are your hobbies? Y: Swimming and reading</p> <p>b. X: Thank you Y: You're welcome.</p> <p>c. X: I'm sorry. Y: That's OK</p> <p>d. X: Please help me. Y: Sure.</p> <p>1.4. Gambits</p>	12X40'	v	v			v	
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<p>2(Listening) dan 4 (Speaking) Memahami dan mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>• Merespon (KD 2.1) dan mengungkapkan (KD 4.1) makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana</p>	<p>Teks lisan fungsional pendek: a. Instruksi b. Daftar benda/ barang c. Ucapan selamat d. Pengumuman</p>	<p>Contoh teks: a. "Keep quiet, please." "Close your book." b. List of things to bring to school for camping etc. c. "Congratulations on your success." "Happy birthday to you, Nina." d. "Good morning everybody, students of year 7 are expected to bring dictionaries tomorrow. Thanks"</p>	<p>16X40'</p>	v	v			v	
	<p>• Merespon (KD 2.2) dan mengungkapkan (KD 4.2) makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana</p>				v					

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<p>5 (Reading) dan 6(Writing)</p> <p>Memahami dan mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat</p>	<p>• Membaca nyaring (KD 5.1) bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat</p>	<p>Teks tulis fungsional pendek:</p> <p>a. Instruksi b. Daftar benda/ barang c. Ucapan selamat d. Pengumuman</p>	<p>Contoh teks:</p> <p>e. <u>Instruksi</u>: Keep quiet. No smoking</p> <p>f. <u>Daftar barang</u> List of things to bring to school for camping, etc.</p>	14X40'	v	v			v	
	<p>• Merespon makna (KD 5.2) dan mengungkapkan gagasan (KD 6.1) yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat,</p>		<p>g. <u>Ucapan selamat</u>: Congratulation s. Happy birthday.</p> <p>h. <u>Announcement</u> : Students of year 7 are</p>		v	v			v	<p>Hasil kerja siswa dikumpulkan dalam bentuk portofolio</p>

	lancar dan berterima yang berkaitan dengan lingkungan terdekat		expected to bring dictionaries tomorrow.						
			Headmaster						
	<p>• Mengungkapkan langkah retorika (KD 6.2) dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p>								

Keterangan penilaian:

1. Lisan
2. Tulis
3. Produk
4. Proyek
5. Portofolio

Tugas: Buatlah pemetaan untuk kelas VII semester II, kelas VIII semester I dan II, kelas IX semester I dan II

BAB III PENGEMBANGAN SILABUS

Silabus merupakan rancangan pembelajaran yang meliputi identitas sekolah, SK, KD, Materi Pokok, Kegiatan Pembelajaran, Indikator, Penilaian, alokasi waktu dan sumber belajar yang wajib dibuat oleh para guru sebagai persiapan mengajar, berikut ini adalah contoh silabus mata pelajaran Bahasa Inggris untuk kelas tujuh.

Contoh Silabus

Sekolah : SMP

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar Kompetensi : 1. Mendengarkan

memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

3. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk	Contoh Instrumen		
1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah	<p>Communicative Purpose. Vocabulary. Pronunciation. Intonation. Expressions. Gambits. Grammar. Text Models.</p> <p>1. A : <i>Good morning, how are you?</i> B : <i>Fine, thanks, nice to meet you.</i></p> <p>2. A : <i>Hello, I'm Nina.</i> B : <i>Hi, I'm Reny, nice to meet you.</i></p> <p>3. A : <i>Don't do that!</i> B : <i>No. I</i></p>	<p>1. Mendengarkan penjelasan tentang Communicative Purpose tentang teks transaksional/interpersonal</p> <p>2. Memperhatikan pembahasan dan berlatih tentang kosa kata dan ungkapan-ungkapan yang muncul dalam teks transaksional/interpersonal</p> <p>3. Memperhatikan dan berlatih pronunciation dan intonation</p> <p>4. Memperhatikan dan berlatih menggunakan</p>	<p>Merespon ungkapan ungkapan</p> <p>1. Sapaan orang yang sudah/belum dikenal</p> <p>2. Perkenalan diri sendiri / orang lain</p> <p>3. Perintah / larangan</p>	<p>1. Tes lisan</p> <p>2. Tes tertulis</p> <p>3. Unjuk kerja</p>	<p>1. daftar pertanyaan</p> <p>2. Pilihan Ganda</p> <p>3. Melakukan perintah guru</p> <p>4. Role play</p>	<p><i>Listen to the expressions and give your response.</i></p> <p>1. A: <i>Good morning.</i> B:</p> <p>2. <i>Listen to the expressions and choose the best option.</i></p> <p>A : <i>"Hi, I'm Yeny. Nice to meet you</i> B : ...</p> <p>a. <i>Oh, really ?</i> b. <i>Thank you</i> c. <i>It's a pleasure</i> d. <i>Nice to meet you, too</i></p> <p>3. <i>Give it to me !</i></p>	6x40 menit	<ul style="list-style-type: none"> • Script • Bahan-bahan rekaman (kaset, CD, VCD)

<p>dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</p> <p>3.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : orang menyapa yang belum dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah</p>	<p>won't.</p> <p>4. <i>A : Stop it!</i> <i>B : Okay.</i></p> <p>Negotiation.</p> <p>Variations in the real situation.</p> <p>Fun Activities.</p>	<p>gambits</p> <p>5. Memperhatikan pembahasan dan berlatih tata bahasa yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang</p> <p>6. Merespon dan mengungkapkan percakapan yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang.</p> <p>7. Merespon dan mengungkapkan negosiasi-negosiasi dalam teks transaksional</p> <p>8. Melakukan fun activities yang berhubungan dengan listening teks transaksional/interpersonal</p>				<p>4. <i>Ask and answer your friend based on the picture</i></p> <p>2. <i>Perform the dialogue in front of the class!</i></p> <p>3. <i>Work in pairs</i> <i>A. Give instructions</i> <i>B. Do the Instructions and respond</i></p>		
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atau melarang								
1.2. Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan	Communicative Purpose. Vocabulary. Pronunciation. Expressions. Intonation. Gambits. Grammar. Text Models. 1. A : <i>Where's the book?</i> B : <i>It's there.</i> 2. A : <i>Thank you.</i> B : <i>You're welcome.</i> 3. A : <i>I'm sorry.</i> B : <i>it's okay.</i> 4. A : <i>Please..!</i> B : <i>All right, thanks.</i> Negotiation. Variations in the real situation. Fun Activities.	1. Mendengarkan penjelasan tentang Communicative Purpose tentang teks transaksional/ interpersonal 2. Memperhatikan pembahasan dan berlatih kosa kata dan ungkapan-ungkapan yang muncul dalam teks transaksional/ interpersonal 3. Berlatih pronunciation dan intonation 4. Berlatih menggunakan gambits 5. Memperhatikan Pembahasan dan berlatih tata bahasa yang terkait 6. Mendengarkan percakapan yang terkait 7. Mendengarkan dan mengidentifikasi negosiasi-negosiasi	Merespon dan mengungkapkan: 1. Meminta dan memberi informasi 2. Ungkapan terima kasih 3. Permintaan maaf 4. Kesantunan	1. Tes lisan 2. Tes tulis	1.Merespon pertanyaan / ungkapan lisan 2.Menjawab pertanyaan lisan secara tertulis	1. <i>Listen to the questions / expression and give your answer/ response orally.</i> a. A: <i>How many persons are in the conversation?</i> B: b. A: <i>thank you so much.</i> B: 2 <i>Listen to the questions / expressions and write your answer/ response.</i> a. A : <i>What's that ?</i> B : b. A: <i>Sorry I'm Late.</i> B: c. A : <i>Come in, please !</i> B : ... d. A : <i>You are so kind. Thank you</i> B : ...	2x40 menit	Buku guru Script percakapan tulis Rekaman percakapan dalam kaset, CD, DVD, film
3.2 Mengungkapkan makna dalam percakapan								

<p>transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi informasi, mengucapkan terima kasih meminta maaf dan mengungkapkan kesantunan</p>		<p>dalam teks transaksional 8. Melakukan fun activities</p>				<p><i>e. Ask questions and answer your friends' questions based on the situation given or picture</i></p>		
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Standar Kompetensi : 2. Mendengarkan

Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

4. Berbicara

Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok / Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk	Contoh Instrumen		
2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	Communicative Purpose. Vocabulary. Pronunciation. Expressions. Intonation. Gambits. Grammar. Text Models.	1. Memperhatikan penjelasan tentang Communicative Purpose tentang teks fungsional pendek 2. Memperhatikan pembahasan dan berlatih tentang kosa kata dan ungkapan-ungkapan yang muncul dalam teks fungsional pendek 3. Berlatih pronunciation dan intonation 4. Berlatih menggunakan gambits 5. Memperhatikan pembahasan dan berlatih tata bahasa yang terkait 6. Mendengarkan dan berlatih percakapan yang terkait 7. Berlatih percakapan dalam situasi nyata 8. Melakukan fun activities	Merespon dan mengungkapkan - Instruksi - Daftar benda / barang (<i>Shopping list</i>) - Ucapan selamat - Pengumuman	1. Tes tulis 2. Tes Lisan 3. Unjuk kerja	Pilihan ganda Jawaban Singkat Membahasakan gambar <i>Performance</i>	1. <i>Listen to the dialogue or expression or text and choose the right answer</i> 2. <i>What is the purpose of the text?</i> 3. <i>What do you call this kind of text?</i> 4. <i>Give an instruction based on the picture shown!</i> 5. <i>Mention 5 things you have in :</i> <i>a. your bag</i> <i>b. your bedroom</i> 6. <i>What would you say to a friend :</i> <i>a. on his/her birthday</i> <i>b. in weekends</i> <i>c. if he/she has got the best grade in class</i> 7. <i>inform your friend about the coming flag ceremony through an announcement</i>	6x40 menit	<ul style="list-style-type: none"> • <i>Script</i> percakapan • Gambar benda-benda kebutuhan sehari-hari • Bahan rekaman (kaset, CD, VCD, dll)
4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<p><i>A: Keep closed, please!</i> <i>Thanks.</i> <i>A: I need to buy A kilogram of sugar,</i> <i>A pack of flour,</i> <i>2 kilograms of meat,</i> <i>A tin of butte. Will you join me?</i></p> <p><i>A: Congratulations, Nina!</i> <i>A: Well done !</i></p> <p><i>Announcement</i> <i>Teacher: Good morning students. May I have your attention please. School will close tomorrow since it's the WAISAK day.Thanks.</i></p> <p><i>Vatiations in the real situation</i></p> <p>Fun activities</p>							

<p>2. Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>4.2. Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p>	<p>Communicative Purpose. Vocabulary. Pronunciation. Expressions. Intonation. Gambits. Grammar. Text Models.</p> <p>A: <i>Congratulations on your success, Dea.</i> A: <i>Well done!</i></p> <p><i>Announcement</i> Teacher: <i>Attention please, all of you will have Idul Fitri holidays for two weeks. I'm sure you like it.</i></p> <p>A: <i>Come in, please!</i></p> <p>Teacher: <i>Things you have to bring a long for camping tomorrow morning are cooking utensils, tents, clothes. Don't forget guys.</i></p> <p><i>Vatations in the real situation</i></p> <p>Fun activities</p>	<p>1. Memperhatikan penjelasan tentang Communicative Purpose teks fungsional pendek</p> <p>2. Memperhatikan pembahasan dan berlatih tentang kosa kata dan ungkapan-ungkapan yang muncul dalam teks fungsional pendek</p> <p>3. Berlatih pronunciation dan intonation</p> <p>4. Berlatih menggunakan gambits</p> <p>5. Memperhatikan pembahasan dan berlatih tata bahasa yang terkait</p> <p>6. Mendengarkan dan berlatih percakapan yang terkait</p> <p>7. Berlatih dalam situasi nyata</p> <p>8. Melakukan fun activities</p>	<p>Merespon dan mengungkapkan</p> <p>1. insruksi secara lisan.</p> <p>2. daftar barang yang dibutuhkan.</p> <p>3. ucapan selamat pengumuman tentang sesuatu</p> <p>4.</p>	<p>1. Tes lisan</p> <p>2. Tes tulis</p> <p>3. Unjuk kerja</p>	<p>Daftar pertanyaan</p> <p>Game</p> <p>Melengkapi</p> <p>T/F</p> <p>Pilihan ganda</p> <p>Menjodohkan</p> <p>Respon tindakan</p> <p>Menjawab pertanyaan secara lisan</p> <p>Role play</p>	<p>1. <i>Listen and answer the questions orally!</i></p> <p>2. <i>Listen and mention as many shopping list items as you can remember</i></p> <p>3. <i>Listen to the announcement and fill in the blank spaces</i></p> <p>4. <i>Write down T/F for the statements below</i></p> <p>5. <i>Choose the best answer by crossing a, b, c, or d</i></p> <p>6. <i>Match the statements in list A and B</i></p> <p>7. <i>Listen to the instruction and do it!</i></p> <p>8. <i>Give instruction to your friend based on the picture.</i></p> <p>9. <i>Mention the things that you find in your bedroom</i></p> <p>10. <i>Congratulate your friend on his / her success in doing something</i></p> <p>11. <i>Tell your friend about the coming school holiday</i></p> <p>12. <i>Listen to the texts and answer the questions</i></p> <p>13. <i>Perform a role play your friend about asking and giving information. Use the pictures provided</i></p> <p>3. Please guess, what is there in the box by asking questions orally. Give instruction to your friend based on the picture.</p> <ul style="list-style-type: none"> o <i>Mention the things that you find in your bedroom</i> o <i>Congratulate your friend on his / her success in doing something</i> o 	<p>6x40 menit</p> <p>Script teks fungsional pendek lisan Dari buku teks</p> <p>Script teks fungsional pendek lisan yang ada dalam kehidupan nyata</p> <p>Rekaman kaset, CD, DVD, film</p>
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Standar Kompetensi : 5. Membaca

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk	Contoh Instrumen		
5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat	<i>Pronunciation</i> <i>Intonation:</i> frasa, kalimat yang telah dipelajari Jeda/pause Model-model Teks fungsional pendek Fun activities	1. Memperhatikan model membaca nyaring 2. Menirukan model 3. Berlatih pronunciation, 4. Berlatih intonation 5. Berlatih memberi jeda dalam membaca nyaring 6. Menirukan membaca nyaring dengan pronunciation, intonation dan jeda sesuai model 7. Berlatih membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar	1. Melafalkan kata, frasa dan kalimat dengan baik dan benar 2. Membaca kata frasa dan kalimat dengan intonasi yang benar 3. Membaca nyaring dengan baik dan benar.	1. Tes unjuk kerja 2. Observasi	Uji petik membaca nyaring Lembar observasi	1. <i>Read the sentences aloud.</i> 2. <i>Read all the sentences aloud and carefully.</i>	2x40 menit	Buku teks teks otentik

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk	Contoh Instrumen		
5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat	<p>Communicative purpose Vocab Grammar Main ideas Scanning Skimming</p> <ul style="list-style-type: none"> Teks fungsional pendek tulis berbentuk: <ol style="list-style-type: none"> Instruksi Daftar barang Kartu ucapan Pengumuman <p>Fun activities</p>	<ol style="list-style-type: none"> Memperhatikan penjelasan penjelasan communicative Purpose teks tulis fungsional pendek Memperhatikan penjelasan makna kosakata dan berlatih menggunakannya Memperhatikan penjelasan dan berlatih tatabahasa Memperhatikan penjelasan bagaimana mencari Main ideas dan berlatih mencarinya Memperhatikan penjelasan membaca dengan cara scanning dan berlatih menerapkannya Memperhatikan penjelasan membaca dengan cara skimming dan berlatih menggunakannya Membaca dalam hati dengan strategi 	<ol style="list-style-type: none"> Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk : <ul style="list-style-type: none"> Instruksi Daftar barang Kartu ucapan Pengumuman Mengidentifikasi ciri kebahasaan teks yang dibaca Membahas tujuan masing-masing teks fungsional yang telah dibahas. 	<p>Tes tulis</p> <p>Tes lisan</p> <p>Tes tulis</p>	<p>Pilihan ganda</p> <p>Melengkapi kalimat/frase</p> <p>Menjawab pertanyaan</p> <p>Menjodohkan</p>	<p>1. a- Read the text and choose the correct answer.</p> <p>b- Complete the noun phrases stated in the sentences below!</p> <p>2. Answer the question based on the text!</p> <p>3. Match the text with the correct phrases</p>	4 x 40 menit	<p>- Buku teks</p> <p>- Sumber bacaan lain yang relevan</p>

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk	Contoh Instrumen		
		tertentu 8. Menjawab pertanyaan tentang bacaan 9. Melakukan fun activities						

Standar Kompetensi : 6. Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk	Contoh Instrumen		
6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	Communicative purpose Vocabulary Grammar Spelling Punctuation Written expression Sentence Paragraph Short functional text writing Model-model teks 1. Instruksi 2. Daftar barang 3. Kartu ucapan 4. Pengumuman Fun Activities	1. Memperhatikan penjelasan penjelasan Communicative Purpose teks Fungsional pendek 2. Identifikasi kosakata yang akan dipakai dalam menulis teks fungsional pendek dan berlatih menggunakannya 3. Memperhatikan penjelasan dan latihan grammar terkait 4. Berlatih spelling, punctuation 5. Berlatih menulis frasa 6. Berlatih menulis kalimat 7. Berlatih menulis paragraf 8. Berlatih menulis teks fungsional pendek 9. Melakukan fun activities	1. Melengkapi teks fungsional pendek 2. Menyusun kata/urutan kata menjadi kalimat yang padu 3. Menulis teks fungsional pendek	Tes tulis	1. Melengkapi 2. Menyusun Kata 3. Menyusun Kalimat 4. Esai	1. Complete the blank spaces of the following text! 2. Arrange the jumbled words into good sentences 3. Arrange the jumbled sentences in a good order 4. Make a greeting card (choose the topic you prefer: Happy birthday, Wedding, Season's greeting)	6x40 menit	- Buku teks - Alat peraga - Lingkungan sekitar yang terdapat pengumuman dan tanda peringatan

6.2.Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	1. Ciri-ciri teks fungsional pendek 2. Teks fungsional pendek tentang : - Instruksi - Daftar barang - Kartu ucapan - pengumuman 3. Fun Activities	1. Memperhatikan dan mengidentifikasi contoh-contoh teks-teks fungsional pendek 2. Berlatih menulis teks-teks fungsional pendek secara bertahap dan berkelompok 3. Menulis teks-teks fungsional pendek secara mandiri secara bertahap 4. Melakukan fun activities untuk menulis teks-teks fungsional pendek	1. Menulis komponen teks fungsional pendek 2. Menulis teks fungsional pendek sesuai dengan ciri khusus masing-masing	Tes tulis	Melengkapi Esai Project Uraian	<i>Complete the blank spaces of the short text.</i> <i>Write down an announcement based on the given situation</i> <i>Go to public places and find at least 10 written short texts</i> <i>Make a list of things you find in the following places :</i> 1. bedroom 2. bathroom 3. kitchen	6x40 menit	Buku teks Alat peraga Pengumuman, instruksi, daftar barang, kartu ucapan otentik
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.....
Mengetahui:
Kepala

Guru Mata Pelajaran,

NIP/NRK

NIP/NR

Tugas: Buatlah silabus untuk kelas VIII dan kelas IX

BAB IV RENCANA PELAKSANAAN PEMBELAJARAN

Rencana Pelaksanaan Pembelajaran adalah meliputi identitas sekolah, SK,KD, Tujuan Pembelajaran, Kegiatan Pembelajaran, Materi Pembelajaran, Metoda, Alokasi Waktu, Text Type, Tugas terstruktur, Indikator, penilaian yang terdiri jenis tes, satu set soal, rubrik penilaian. Berikut ini adalah sebuah contoh RPP Bahasa Inggris untuk kelas IX.

Contoh RPP

SMP/MTs : SMP.....
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : IX/ 1
Waktu : 4 x 40' (dua pertemuan)

Standar Kompetensi :

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari (menulis).

Kompetensi Dasar :

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *procedure* dan *report*.

Indikator :

- a. Menulis frasa untuk mendeskripsikan sesuatu (misalnya tentang gajah)
- b. Menulis kalimat untuk mendeskripsikan sesuatu (misalnya tentang gajah) secara umum.
- c. Menulis *paragraph* dengan langkah retorika *general classification* dan *description*.
- d. Menulis teks *report* sederhana misalnya tentang binatang gajah.

I. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat

- a. menulis frasa untuk mendeskripsikan sesuatu (gajah),
- b. menulis kalimat untuk mendeskripsikan sesuatu (gajah),
- c. menulis paragraph dengan langkah retorika *general classification* dan *description*, dan

- d. menulis teks *report* sederhana misalnya tentang binatang gajah.

II. Materi pembelajaran

1. *Vocabulary* yang terkait dengan binatang gajah, misalnya *elephant, tusk, live, protect, eat, dan leaves*, dan latihannya (lihat bahan ajar/ *power point*)
2. *Spelling and punctuation* dan latihannya (lihat bahan ajar/*power point*)
3. Phrases, misalnya *a long tusk, an elephant school, its tail, dan the elephants in the jungles*, dan latihannya (lihat bahan ajar/*point*)
4. *Communicative purpose* dari teks report dan latihannya (lihat bahan ajar/*power point*)
5. *Sentences* dan latihannya (lihat bahan ajar/*power point*):
Misalnya:
 - The African elephants are the biggest of all land animals
 - They live in small herds.
 - They have wide ears.
6. Paragraf dan latihannya (lihat bahan ajar dan *power point*)

Misalnya

Elephants live in Africa and southern Asia. The African elephants are the biggest of all land animals. The biggest African elephants are about 13 feet tall. They live in small herds. They eat leaves.

7. Contoh teks esei report dan langkah retorikanya dan latihannya (lihat bahan ajar/*power point*):

Langkah retorika	Contoh teks
General classification	Galaxies A galaxy is a collection of stars and other astronomical bodies, including planets, comets and asteroids, held together by gravity.
Description	Galaxies come in different shapes and sizes. These include the spiral, barrel-spiral and elliptical. Our galaxy, called the Milky Way, is approximately 100,000 light years in width and contains over 100 billion stars. The centre of galaxies can contain many young, very hot stars as well as older stars. Swirling clouds that have

	<p>been energized by magnetic forces also exist in the centre.</p> <p>At this point in time, no one knows the exact number of galaxies in the universe. Astronomers are, however, learning more and more about them everyday.</p>
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III. Metode Pembelajaran / teknik:

- a. Guided writing.
- b. Zig zag technique.
- c. Diskusi
- d. Tanya jawab
- e. Latihan

IV. Langkah-langkah kegiatan Pembelajaran:

- a. Kegiatan pendahuluan untuk pertemuan 1 dan 2
Siswa:
 1. merespon pertanyaan guru agar tercipta suasana kekeluargaan.
 2. merespon pertanyaan guru tentang kehadiran siswa.
 3. memperhatikan tujuan belajar yang hendak dicapai yang disampaikan oleh guru.
 4. merespon pertanyaan guru tentang materi yang telah dipelajari sebelumnya dan memperhatikan kaitannya dengan materi yang akan diajarkan.
 5. berpartisipasi aktif dalam proses pembelajaran.

- b. Kegiatan inti
Pertemuan 1:
Siswa :
 1. menjawab pertanyaan tentang tujuan komunikatif teks report dan langkah retorika teks report yang mereka telah pelajari sebelumnya.
 2. mendeskripsikan gajah-gajah berdasarkan foto yang diberikan.
 3. menterjemahkan frasa dan kalimat yang terkait dengan gajah.
 4. memperhatikan penjelasan tentang cara menulis teks yang koheren dan kohesif dengan teknik zig zag.
 Pertemuan 2:
 5. secara berkelompok menulis teks report tentang gajah dengan empat langkah.
 6. melakukan konferensi dengan guru untuk memperbaiki teksnya.

7. secara individu menulis teks report tentang benda, tempat, orang atau binatang yang ada disekitar kehidupan mereka.
- c. Kegiatan akhir untuk pertemuan 1 dan 2
- Siswa:
1. memperhatikan rangkuman dan simpulan tentang hal-hal yang telah diajarkan guru.
 2. memberi komentar tentang hal-hal yang telah dipelajari baik yang telah dipahami, yang belum dipahami maupun hal-hal yang menyenangkan dan yang tidak.
 3. memperhatikan tugas terstruktur yang diberikan guru untuk memantapkan kompetensi menulis report.
 4. memperhatikan harapan-harapan dan nasehat yang disampaikan guru .

V. Sumber dan Media belajar:

- a. Buku teks yang relevan
- b. Power point.
- c. Gambar-gambar binatang.
- d. Laptop dan LCD
- e. Handout

VI. Tugas Terstruktur

- a. Siswa mengidentifikasi langkah retorika teks report dari clipping teks report tentang benda, tempat, binatang atau orang yang mereka kumpulkan.
- b. Tugas menulis individu teks report sesuai dengan tema yang disukai.

VII. Penilaian

Guru melakukan penilaian dengan ketentuan sebagai berikut:

- a. Teknik penilaian: Portofolio
- b. Bentuk: tes tulis
- c. Instrumen penilaian:

Writing test

SMP

Class.....

SK no. 6 KD 6.1

Report text

Time

Instructions:

Write down:

1. Some phrases about elephant.
2. Develop your phrases into sentences.

3. Arrange your sentences into a good order.
4. Combine your sentences into 2 paragraphs following the generic structure of report text:
 - a. General classification
 - b. Description

d. Rubrik penilaian:

ASPEK	SKOR	KETERANGAN
LANGKAH RETORIKA	4	Berstruktur sesuai jenis report secara maksimal.
	3	Berstruktur minimal sesuai jenis report.
	2	Pilihan teks tidak jelas
	1	Tidak berstruktur dan sulit dipahami
TATA BAHASA DAN VOCABULARY	4	Benar dan tepat
	3	Terkadang kurang tepat tapi tidak mempengaruhi arti.
	2	Kurang tepat dan mempengaruhi arti.
	1	Sulit dimengerti.
KEJELASAN MAKNA	4	Sangat jelas dan sangat efektif.
	3	Cukup jelas dan efektif.
	2	Jelas tapi tidak efektif
	1	Kurang jelas
HUBUNGAN GAGASAN ANTAR PARAGRAF	4	Sangat jelas.
	3	Cukup jelas.
	2	Kurang jelas.
	1	Tidak jelas

e. Pedoman Penilaian:

1. Jumlah skor maksimal per siswa: 16.
2. Nilai siswa diperoleh dengan cara membagi jumlah nilai perolehan dengan 16 dikali 100.

Misal:

Si John mendapat nilai perolehan : 12

Maka nilainya: $12/16 \times 100 = 75$

Mengetahui:
Kepala Sekolah

Guru Mata Pelajaran

.....

.....

Tugas: Buatlah beberapa RPP dengan SK dan KD yang terintegrasi

BAB V BAHAN AJAR

A. CIRI DAN CONTOH JENIS TEKS

Teks mewujudkan wacana. Berdasarkan tujuan komunikatif yang hendak dicapai, teks dikelompokkan ke dalam berbagai jenis. Untuk mencapai tujuan komunikatif tersebut, teks disusun dengan struktur tertentu dan direalisasikan dengan ciri-ciri bahasa tertentu.

Perlu dicatat bahwa struktur sebuah jenis teks tidak selalu sama, melainkan sedikit bervariasi. Akan tetapi, biasanya sebuah jenis teks memiliki unsur minimal dalam strukturnya. Misalnya, sebuah resep paling tidak memiliki unsur 'bahan' dan 'cara membuat'. Terkadang ada unsur tambahan, misalnya, 'cara menyajikan', tetapi ini tidak harus ada. Adanya unsur minimal, dan unsur tambahan terjadi juga dalam jenis teks lainnya.

Dalam SI Bahasa Inggris untuk SMP disajikan beberapa jenis teks, yaitu Transactional dan Interpersonal conversation, Short Functional Text lisan maupun tulis antara lain undangan, iklan, berita pendek dll., selain itu beberapa monolog dan essay teks Procedure, Descriptive, Recount, Narrative dan Report.

Di bawah ini disajikan beberapa jenis teks dan contohnya sebagaimana yang dikehendaki dalam kurikulum.

Recount

Laporan peristiwa atau kegiatan yang terjadi di masa lampau

1. Ciri Umum

(a) Tujuan Komunikatif Teks:

Melaporkan peristiwa, kejadian atau kegiatan dengan tujuan memberitakan atau menghibur.

(b) Struktur Teks:

- * **Pendahuluan (orientasi)**, yaitu memberikan informasi tentang apa, siapa, di mana dan kapan;

- * **Laporan (rentetan) peristiwa, kegiatan yang terjadi**, yang biasanya disampaikan secara berurut;
- * **Komentar pribadi** dan/atau ungkapan penilaian (jika ada);
- * **Penutup (re-orientasi)** yang merangkum rentetan peristiwa, kejadian atau kegiatan (jika ada)

(c) Ciri Kebahasaan:

Menggunakan:

- * *nouns* dan *pronouns* sebagai kata ganti orang, hewan atau benda yang terlibat, misalnya *David, the monkey, we* dsb.
- * *action verbs* atau kata kerja tindakan, misalnya *go, sleep, run* dsb.
- * *past tense*, misalnya *We went to the zoo; She was happy* dsb.
- * *conjunctions* dan *time connectives* yang mengurutkan peristiwa, kejadian atau kegiatan, misalnya *and, but, then, after that*, dsb.
- * *adverbs* dan *adverb phrases* untuk mengungkap tempat, waktu dan cara, misalnya *yesterday, at my house, slowly* dsb.
- * *adjectives* untuk menerangkan *nouns*, misalnya *beautiful, funny*, dsb.

2. Contoh dan Struktur Teks:

Going to Restaurant¹

<i>Pendahuluan</i>	Last night we went to a restaurant with my family.
	It was my dad's birthday.
<i>Kegiatan</i>	We ate a pizza and salad then ate some ice cream with chocolate topping.
<i>Penutup</i>	After dinner at the restaurant we went home

Narrative

1. Ciri Umum:

(a) Tujuan Komunikatif Teks:

Menghibur pendengar atau pembaca dengan pengalaman nyata atau khayal. Ciri naratif adalah adanya unsur konflik (masalah) dan resolusi (penyelesaian masalah). Jumlah masalah atau penyelesaiannya mungkin hanya satu, mungkin juga lebih.

(b) Struktur Teks:

- * Pengenalan latar: tokoh, waktu, dan tempat;
- * Pengembangan konflik;
- * Penyelesaian konflik;
- * Koda: perubahan yang terjadi pada tokoh atau pelajaran yang dapat dipetik dari cerita.

(c) Ciri Kebahasaan:

Menggunakan

- * *nouns* tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita, misalnya, *stepsisters, housework*, dsb.
- * *adjectives* yang membentuk *noun phrase*, misalnya, *long black hair, two red apples*, dsb.
- * *time connectives* dan *conjunctions* untuk mengurutkan kejadian-kejadian, misalnya *then, before that, soon*, dsb.
- * *adverbs* dan *adverbial phrases* untuk menunjukkan lokasi kejadian atau peristiwa, misalnya *here, in the mountain, happily ever after*, dsb.
- * *action verbs* dalam *past tense*; *stayed, climbed*, dsb.
- * *saying verbs* yang menandai ucapan seperti: *said, told, promised*, dan *thinking verbs* yang menandai pikiran, persepsi atau perasaan tokoh dalam cerita, misalnya *thought, understood, felt*, dsb.

2. Contoh dan Struktur Teks:

Cinderella²

<i>Pengenalan tokoh</i>	Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsisters and her stepmother. They were very bossy. She had to do all the housework.
<i>Pengembangan konflik</i>	One day an invitation to the ball came to the family. Her stepsisters would not let her go, so Cinderella was very sad. The stepsisters went to the ball without her.
<i>Penyelesaian konflik</i>	Fortunately, the fairy Godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her and then he married her. They lived happily ever after.

Description

1. Ciri Umum:

(a) Tujuan Komunikatif Teks:

Mendeskripsikan ciri-ciri seseorang, benda atau tempat tertentu.

(b) Struktur Teks:

* Pengenalan benda, orang atau sesuatu yang akan dideskripsikan.

* Deskripsi: menggambarkan ciri-ciri benda tersebut, misalnya berasal dari mana, warnanya, ukurannya, kesukaannya dsb. Deskripsi ini hanya memberikan informasi mengenai benda atau orang tertentu yang sedang dibahas saja, misalnya deskripsi tentang 'My Dog'. Ciri-ciri 'anjing saya' tersebut dapat berbeda dengan anjing yang lain.

(c) Ciri Kebahasaan:

Menggunakan:

nouns tertentu, misalnya *teacher, house, my cat*, dsb.

* *simple present tense*.

detailed noun phrase untuk memberikan informasi tentang subjek, misalnya *It was a large open rowboat, a sweet young lady*, dsb.

berbagai macam *adjectives*, yang bersifat *describing, numbering, classifying*, misalnya, *two strong legs, sharp white fangs*, dsb.

relating verbs untuk memberikan informasi tentang subjek, misalnya, *My mum **is** really cool, It **has** very thick fur*, dsb.

thinking verbs dan *feeling verbs* untuk mengungkapkan pandangan pribadi penulis tentang subjek, misalnya *Police believe the suspect is armed, I think it is a clever animal*, dsb.

action verbs, misalnya *Our new puppy bites our shoes*, dsb.

adverbials untuk memberikan informasi tambahan tentang perilaku tersebut, misalnya *fast, at the tree house*, dsb.

bahasa *figurative*, seperti *simile, metafor*, misalnya *John is white as chalk, sat tight*, dsb.

2. Contoh dan Struktur Teks:

My Pet

*Pengenalan
benda yang
dideskripsikan*

I have a pet. It is a dog, and I call it Brownie.

Deskripsi

Brownie is a Chinese breed. It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get a long well, and never fight maybe because Brownies dos not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

Procedure

1. Ciri Umum:

(a) Tujuan Komunikatif Teks:

Memberi petunjuk cara melakukan sesuatu melalui serangkaian tindakan atau langkah.

(b) Struktur Teks:

Tujuan kegiatan atau judul;

Bahan-bahan;

Langkah-langkah.

(c) Ciri Kebahasaan:

Menggunakan:

pola kalimat *imperative*, misalnya, *Cut, Don't mix*, dsb.

* *action verbs*, misalnya *turn, put, don't, mix*, dsb.

connectives untuk mengurutkan kegiatan, misalnya *then, while*, dsb.

adverbials untuk menyatakan rinci waktu, tempat, cara yang akurat, misalnya *for five minutes, 2 centimetres from the top*, dsb.

2. Contoh dan Struktur Teks:

<i>Tujuan</i>	To find things that dissolve in water³
<i>Bahan</i>	Materials
	Essence
	Jelly crystals

Sand

Sugar

Salt

Water

Cups

Drink bottle

*Cara dan
langkah-langkah
(metode)* **Method**

1. Put some of each material in a cup
2. Add the material to a cup of water
3. Watch carefully what happens.

Report

(Laporan hasil pengamatan)

1. Ciri Umum:

(a) Tujuan Komunikatif Teks:

Menyampaikan informasi tentang sesuatu, apa adanya, sebagai hasil pengamatan sistematis atau analisis. Yang dideskripsikan dapat meliputi gejala alam, lingkungan, benda buatan manusia, atau gejala-gejala sosial. Deskripsi sebuah teks *report* dapat berupa simpulan umum, misalnya, ikan paus termasuk binatang mamalia karena ikan tersebut melahirkan anaknya. Untuk membuat laporan semacam ini, siswa perlu mengamati dan membandingkan ikan paus dengan binatang lainnya yang memiliki ciri-ciri yang sama.

Siswa dapat mencoba membuat teks laporan tentang, misalnya, rumah sangat sederhana, warung tegal, sekolah, rumah sakit dsb. dengan mendeskripsikan ciri-ciri subyek tersebut sehingga disebut rumah sederhana, dsb.

(b) Struktur Teks:

Pernyataan umum yang menerangkan subjek laporan, keterangan, dan klasifikasinya.

Deskripsi

(c) Ciri Kebahasaan:

Menggunakan:

general nouns, seperti '*Reptiles in Comodo Inland*'.

relating verbs untuk menjelaskan ciri, misalnya *reptiles are scaly animals* (ciri ini berlaku untuk semua reptilia).

action verbs dalam menjelaskan perilaku, misalnya *lizards cannot fly*.

present tense untuk menyatakan suatu yang umum, misalnya *Komodo dragons usually weight more than 160 kg*.

istilah teknis, misalnya *water contains oxygen and hydrogen*.

paragraf dengan *topic sentence* untuk menyusun sejumlah informasi.

2. Contoh dan Struktur Teks:

Cheetahs⁵

Pernyataan umum Cheetahs are big cats.

Deskripsi They run fast.
They have sharp teeth.
They have black spots.
They have furry skin.

Catatan:
Teks ini termasuk *report* karena, berdasarkan pengamatan, semua citah memiliki ciri-ciri tersebut.

Tugas: Buat atau carikan bahan ajar untuk Transactional dan Interpersonal Conversation, Short Functional Text yang spoken maupun Written

B. Classroom Language

Dalam mengajar seorang guru memerlukan bahasa kelas lisan untuk mengelola kelas, berikut ini adalah beberapa bahasa kelas yang sangat diperlukan oleh guru

Greetings and forms of address (Menyapa dan bentuk panggilan)

Teacher		Children	
<i>Good morning</i>	<i>children</i>	<i>Good morning</i>	<i>Miss/Mrs / Mr</i>
<i>Good afternoon</i>	<i>everybody</i>	<i>Good afternoon</i>	<i>[surname]</i>
<i>Hello</i>	<i>boys and girls</i>	<i>Hello</i>	<i>[first name]</i>
	<i>girls and boys</i>		<i>Teacher</i>

Checking attendance (Memeriksa kehadiran)

<i>Let's call the roll.</i> <i>Let's take the register.</i> <i>Let's check to see who's here.</i>	<i>Thank you everybody</i>
<i>Remember to answer "I'm here".</i>	<i>So, everyone is here except...</i> <i>So, only two people away.</i>

<i>Is everybody here?</i>	<i>Oh good, Paula, you're back. Nice to see you.</i> <i>Are you all right now.</i>	
<i>Is anyone away?</i> <i>No-one absent today?</i> <i>Who is missing?</i>	<i>Oh, John's away.</i> <i>Who knows why?</i> <i>Is he ill?</i>	<i>Maybe he's gone to the dentist. What do you think?</i>
<i>Let's all count to see if everyone is here-girls first, then boys.</i>	<i>So, how many is 13 and 15?</i> <i>Ok... Yes?</i> <i>So that is 28 altogether.</i>	<i>Is that more than yesterday?</i> <i>Or less than yesterday?</i> <i>Or the same?</i>

Organizing the classroom (mengatur kelas)

1. *Get your books and pencils out.*
2. *Pick your pencils up.*
3. *Move the tables back.*
4. *Turn your face around to face the wall chart.*
5. *Put all your things away.*
6. *Close the window beside you.*
7. *Put your pencils down.*
8. *Turn back to face the front.*
9. *Leave these tables here.*
10. *Leave the windows open.*

Ending lessons (Mengakhiri pelajaran)

1. *Ok, that's all for now.*
2. *Right. We've no time for anything else – don't do any more – we don't have any more time today.*
3. *Ok – just one more time before going out for a short break.*
4. *Ok, now stop! We haven't enough time to finish the monster today. So stand up...*
5. *Ok – just one more time and then that's it.*
6. *Ok, pick up all your things-and put the books in the cupboard.*
7. *That's all for today. On Monday, there'll be more.*
8. *Ok children, make a line to say goodbye – following the leader. Bye bye.*
9. *Ok, it's break time, So you can go out to play. But first-line up quietly by the door.*

Giving instructions in English (Memberi instruksi dalam bahasa Inggris)

Sitting down and standing up	Moving around
<p><i>Come in and please sit down.</i> <i>Ok – sit down now please.</i> <i>Sit down together at your tables.</i> <i>Ok – everyone – sit down – quietly.</i> <i>Ana – sit down over there – with your friend.</i></p> <p><i>Midori, turn around and face the front.</i> <i>Ok, everybody, stop talking now and listen carefully.</i></p> <p><i>Ok, please stand up. And don't</i></p>	<p><i>Right, Taro, can you come here please?</i> <i>Ok, come out here to the front of the class.</i> <i>Ok, your group, come up to the front.</i> <i>Right, now, you, you, and you...come over here</i></p> <p><i>Now, get into a line. Stand in a line. I want you to make two lines, along here...</i></p>

<p><i>make too much noise. Everybody up! that's right! Stand still! Don't move . Stay in your places! Stay where you are.</i></p>	<p><i>Like this, one behind the other. Let's see...move up a bit...good, that's nice and straight!</i></p> <p><i>Can you make a circle? A nice round circle. Good? Not too close...a bit further apart...step back a bit, that's better Suresh...come forward a bit...Yes, that's it.</i></p> <p><i>Ok, thank you. Now go back to your places.</i></p>
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Being good – a positive approach to discipline (Berperilaku baik – pendekatan yang positif terhadap disiplin)

- *Please stop talking now. No more talking for a bit. Good you lot. That is nice and quiet. You others...shh. Calm down now, OK. That's better.*
- *Quite please! Settle down and listen. That's good Eva. Thank you Emilio.*
- *Everyone is sitting nicely...except for Tom! Tom, could you sit down like the others please? Thank you. Ok...*
- *Ok, we need to be quieter to hear what everybody is saying. These two groups are doing an excellent job. Thank you for being quiet. And now we are waiting for...*
- *Now who can tell me the name of the book? Lots of hands raised. Excellent.*

Recalling routines: what we do when ...(Mengingatnkan hal-hal rutin: apa yang kita lakukan ketika...)

<p><i>What do we do</i></p>	<p><i>When we are learning a new song?</i></p> <p><i>When we are having a story?</i></p> <p><i>When we're reading a big book?</i></p> <p><i>When we're playing follow the leader?</i></p> <p><i>After cutting out and singing?</i></p> <p><i>At the end of the lesson?</i></p>	<p><i>everybody stand up</i></p> <p><i>come up and sit on the map</i></p> <p><i>come and stand round the board</i></p> <p><i>everyone come out here to the front</i></p> <p><i>clear everything up nicely</i></p> <p><i>line up – one behind the other</i></p>
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		<p><i>get our/your bags</i></p> <p><i>line up in rows beside our/your tables</i></p> <p><i>push the front desks/tables back</i></p> <p><i>line up quietly by the door</i></p>
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Turn-giving (Memberi giliran)

<ol style="list-style-type: none"> 1. <i>Everybody-all of you! Ready?</i> 2. <i>Just this row.</i> 3. <i>Maria, your turn</i> 4. <i>Ok, this group now...</i> 5. <i>Anybody else? Hands up...one at a time...don't just shout out.</i> 6. <i>Blue team – you start. Then red, then yellow</i> 	<ol style="list-style-type: none"> 7. <i>Ok, yellow, your turn next.</i> 8. <i>Right, now boys and girls...all together.</i> 9. <i>Class – you're in two halves...OK, this half first.</i> 10. <i>Back row, then front row.</i> 11. <i>Second row, then third row.</i> 12. <i>Ok, you two, then you two, next.</i>
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Explaining and demonstrating (Menjelaskan dan memperagakan)

<i>Today we are going to</i>	<p><i>Do some colouring.</i></p> <p><i>Do some drawing</i></p> <p><i>Do some painting</i></p> <p><i>Do some sticking</i></p>	<p><i>Look, like this...</i></p> <p><i>Look at what we are going to make.</i></p>
<i>Next we are going to</i>	<i>Make a monster</i>	<p><i>Here's one class 3 made.</i></p> <p><i>Look here's a picture for you to colour.</i></p>
<i>Over the next few lessons we are going to</i>	<p><i>make an Easter card.</i></p> <p><i>Colour some animals.</i></p> <p><i>Make a farm.</i></p> <p><i>Make a circus pictures.</i></p>	<p><i>Here's a sticker sheet for you to share.</i></p> <p><i>We'll start like this.</i></p> <p><i>You can all choose a different animal.</i></p>
<i>Let's do some together as a class first, so you'll see.</i>		<p><i>What I mean.</i></p> <p><i>What it might be like.</i></p>

	<p><i>What to do.</i></p> <p><i>How to do it.</i></p>
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Asking for helpers and giving things out (Meminta bantuan siswa dan membagikan barang)

<i>I need two helpers please</i>	<i>So, you can give out these pictures? One each.</i>
<i>Who'd like to help? You three? Fine.</i>	<i>Can you pass round these sheets of paper? So everyone has one?</i>
<i>Sachiko, can you help me?</i>	<i>Can you give out the cards? Three for each table.</i>
<i>Ann and Pat – you can help me.</i>	<p><i>Hand these back down your rows.</i></p> <p><i>Can you find the box of crayons and give them out?</i></p> <p><i>Can you collect in the cards please? Thanks.</i></p>

Phrases describing position (Frasa yang menyatakan posisi)

<ol style="list-style-type: none"> 1. <i>On the left.</i> 2. <i>In the middle - a bit to the left.</i> 3. <i>In the corner, at the front.</i> 4. <i>at the top of the tree</i> 5. <i>at the back</i> 6. <i>next to the tree</i> 7. <i>right at the front of the picture.</i> 8. <i>behind the tree</i> 	<ol style="list-style-type: none"> a. <i>in the background, far away</i> b. <i>under the tree</i> c. <i>at the front</i> d. <i>in the corner at the back</i> e. <i>on the right</i> f. <i>in the middle – a bit to the right</i> g. <i>by the bus stop</i>
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Asking who wants a turn (Bertanya siapa yang ingin mendapat giliran)

<ul style="list-style-type: none"> ▪ <i>Who wants to start? Hands up!</i> ▪ <i>Whose go is it?</i> ▪ <i>Whose turn is it to do a mime?</i> ▪ <i>One more go. Who wants the last go?</i> ▪ <i>Blue team? But you started late.</i> 	<ul style="list-style-type: none"> ▪ <i>Maria again? But you've just had a go.</i> ▪ <i>Who has still not had a turn?</i> ▪ <i>Who still wants a go?</i> ▪ <i>Which group has not been?</i>
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What can you do with cards? (Apa saja yang bisa kita lakukan dengan kartu?)

<p><i>Here are some cards.</i></p> <p><i>These are picture cards.</i></p> <p><i>These are word cards.</i></p> <p><i>Here are some cards with phrases on.</i></p> <p><i>Here are some cards with actions on.</i></p>	<p><i>Can you</i></p> <p><i>Will you</i></p>	<p><i>Give them out?</i></p> <p><i>Deal them out?</i></p> <p><i>Share them round?</i></p> <p><i>Mix them up?</i></p> <p><i>Put them face down on your table?</i></p>	<p><i>You should have three each.</i></p> <p><i>Each pair should have six.</i></p> <p><i>Check you have eight on each table.</i></p> <p><i>Put the rest in a pile face down.</i></p>
<p><i>Don't look at them yet.</i></p> <p><i>Just look at your own.</i></p> <p><i>Spread them out so you can see them all.</i></p>		<p><i>Don't show them to anyone else.</i></p> <p><i>Don't look at anyone else's.</i></p> <p><i>Which one makes a pair?</i></p>	
<p><i>Whoop's!</i></p> <p><i>Oh dear!</i></p> <p><i>Watch out!</i></p> <p><i>Careful!</i></p> <p><i>Wait a minute!</i></p>	<p><i>One's gone in your lap.</i></p> <p><i>One's fallen in your bag.</i></p> <p><i>One's gone under your chair.</i></p> <p><i>One's fallen on the floor.</i></p> <p><i>You've got an extra one.</i></p> <p><i>You're one short.</i></p>	<p><i>Can you pick it up?</i></p> <p><i>Can you reach it?</i></p> <p><i>Who hasn't got all six?</i></p> <p><i>Who's got one missing?</i></p> <p><i>Who's got one extra?</i></p>	

Extra phrases for ball games (Frasa lain untuk permainan bola)

1. *Oh dear! You dropped it!*
2. *Can you get it?*
3. *Can you reach it?*
4. *Kick it over here.*

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| <p>5. <i>Throw it gently.</i>
 6. <i>Who can catch it?</i>
 7. <i>Pass it back to me.</i>
 8. <i>Get a goal.</i>
 9. <i>Roll it don't bounce it.</i>
 10. <i>Throw it away now.</i>
 11. <i>Mind the windows.</i>
 12. <i>Oh no it'd gone into the flower bed.</i>
 13. <i>No other ball games allowed in the classroom.</i></p> |
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Asking children to guess or remember (Meminta anak untuk menebak dan mengingat)

<i>Who can guess what</i>	<i>They are doing?</i>
<i>Can you say/ ask them what</i>	<i>They are going to do next?</i>
<i>Hands up if you can guess what</i>	<i>Amanda and Martha were doing?</i>
<i>Can you remember what</i>	

Setting up pairs and groups (Membuat pasangan dan pengelompokan)

<i>Are you ready?</i>	<i>You're going to do this</i>	<i>In pairs.</i>
<i>Ok, everyone.</i>	<i>You're going to work</i>	<i>In twos.</i>
<i>So now everybody.</i>	<i>You will be playing this</i>	<i>In threes.</i>
<i>Quite please!</i>		<i>In groups of three or four.</i>
<i>Listen carefully.</i>		
<i>Here are two pictures, but don't look at them yet.</i>	<i>You must not show them to anyone else.</i>	<i>So, you two together.</i>
<i>Keep them face down!</i>	<i>Keep them like this!</i>	<i>You two and you three.</i>
	<i>You can look at them both/all together</i>	<i>Go and sit with Laura please and make a pair.</i>

Children in pairs or groups (Anak-anak berpasangan atau dalam kelompok)

<i>Child 1</i>	<i>Child 2</i>
<i>Who wants to start? Whose turn is it? Who's next? You're next/ I'm next.</i>	<i>Me! / Not me! Mine! Yours! Ana's! Me! Ana! OK.</i>
<i>I'll draw and you colour, OK? I'll ask and you answer, OK? You first and then me, OK? Have we / you finished?</i>	<i>Yes. All right. Yes / No, you first! Yes! / Not yet! / Just a minute!</i>
<i>Can you pass me a blue pencil / yellow crayon? Can I have the rubber / the eraser please? Oh, I need the ruler / the scissor. Who's got the red marker?</i>	<i>Here you are. Here it is! Here you are / Oh! Wait a minute! Me! Here you are / here it is.</i>

Letter and word recognition (Pengenalan huruf dan kata)

<i>Can you find your Who can find their</i>	<i>Name card on the table? Favorite colour among these words? Favorite food or drink?</i>	<i>Pick it up and show us... Can you put it on your desk? Can you read it out to us/ Good – can you tell us what it says? How many other colour words can you read?</i>
<i>Who can find</i>	<i>A word for a colour? The word for blue? The card which says blue? A card with an animal name on?</i>	<i>What other animal words can you read? What does this one say?</i>

Phonic approach (Pendekatan fonik)

<i>Who can</i>	<i>Find</i>	<i>A letter which says ssss</i>	<i>Like a sssnake like in your name, Sam</i>
<i>Can you</i>	<i>Point to</i>	<i>A word beginning with a w sound</i>	<i>As in wolf?</i>
<i>Can anyone</i>	<i>see</i>	<i>A word that starts with a b</i>	<i>Like b for banana?</i>
		<i>The letters for a th sound</i>	<i>Like you get in three?</i>
		<i>A word that ends with a n sound</i>	<i>Like green, man?</i>
		<i>A word that rhymes with cat</i>	<i>Like hat, sat?</i>

Finding the place (Menemukan tempat)

<i>You need your</i>	<i>Coursebook</i>	<i>Page 13</i>	<i>Read what it says...</i>
<i>Please open your</i>	<i>Activity book</i>	<i>Page 22</i>	<i>Can you read it on your own?</i>
<i>Find where we go to last time</i>	<i>Workbook</i>	<i>Page 30</i>	<i>Can you do what it says?</i>
<i>Find your place in your</i>	<i>reader</i>	<i>Middle of page 14</i>	

Story questions and prompts (Pertanyaan tentang ceritera dan arahan)

<i>Who</i>	<i>Was eating the cheese (at the beginning of the story)?</i> <i>Saw the bird eating the cheese?</i> <i>Wanted the cheese?</i> <i>Asked the bird some questions?</i>
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	<p><i>Sang a beautiful song?</i></p> <p><i>Dropped the cheese?</i></p> <p><i>Ate the cheese in the end?</i></p>
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<i>What</i>	<i>Was the bird eating?</i>	<i>He asked him to sing a song.</i>
	<i>Was the fox thinking?</i>	...
	<i>Did the fox ask first?</i>	...
	<i>Did he do then?</i>	<i>He flew away to another wood.</i>
	<i>Do you think they both did next?</i>	...
	<i>Do you think will happen next?</i>	...

<i>Why do you think he asked the bird to sing?</i>	<p><i>Because he liked listening to birds singing?</i></p> <p><i>To make him open his mouth wide?</i></p> <p><i>To make him drop the cheese?</i></p>
<i>How do you think</i>	<p><i>The bird felt, at first?</i></p> <p><i>He felt at the end?</i></p> <p><i>The fox felt, at first?</i></p> <p><i>At the end?</i></p>
	<p><i>Happy? Pleased? Sad?</i></p> <p><i>Hungry? jealous?</i></p> <p><i>Proud? Cross? Angry?</i></p> <p><i>A bit silly? Stupid?</i></p>

Starting a feedback chat (Memulai obrolan yang bersifat balikan)

<i>That's a</i>	<p><i>Very nice</i></p> <p><i>Lovely</i></p> <p><i>Wonderful</i></p>	<p><i>Caterpillar!</i></p> <p><i>Picture!</i></p>	<p><i>Can you tell me more about it?</i></p> <p><i>Why did you do that bit yellow?</i></p>
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<i>That's</i>	<i>Fantastic</i>	<i>Colouring</i> <i>Writing</i> <i>Drawing</i>	<i>How many things has he eaten?</i> <i>Wow, has he eaten all those things? Or only some?</i> <i>What things does he like best?</i> <i>My goodness – he's got a lot of legs! Can he walk very fast?</i> <i>So now, what are you going to draw/ write/ colour next?</i>
	<i>Really good</i>		
	<i>Pretty good</i>		
	<i>Very neat</i>		

When and how to correct (Kapan dan bagaimana mengoreksi)

	Interaction	Commentary
<i>Teacher</i>	<i>Yes – it was a beautiful party. OK, now, who wants to tell the whole story?</i>	<i>(this was the end of the first retelling).</i>
<i>Vanessa</i>	<i>!!</i>	<i>Should be Me or Can I? or Please! Teacher ignores it, as the meaning and intention are both clear.</i>
<i>Teacher</i>	<i>OK, Vanessa, you start.</i>	
<i>Vanessa</i>	<i>Croc is sad, Croc is young. Croc is crocodil...</i>	<i>Pronunciation error. Teacher corrects by putting emphasis on Crocodile, as this word occurs many times in this story.</i>
<i>Teacher</i>	Crocodile	
<i>Vanessa</i>	<i>I have got...</i>	<i>Error affecting meaning, so teacher corrects.</i>
<i>Teacher</i>	<i>He has got...</i>	
<i>Vanessa</i>	<i>He has got a big mouth, big teeth and sad.</i>	<i>Error of form – verb is omitted. Teacher rephrases to correct, and then picks up Vanessa's idea to extend it.</i>
<i>Teacher</i>	<i>He is sad, yes. Why is he sad?</i>	

Instructions for true/ false activities (instruksi untuk kegiatan yang memerlukan tanggapan benar/salah)

<p><i>If it is true</i></p> <p><i>If I'm right</i></p>	<p><i>Clap once like this.</i></p> <p><i>Nod your head, like this.</i> <i>Shout out "yes".</i> <i>Put one hand up.</i></p>
<p><i>If it is not true</i></p> <p><i>If I'm not right</i></p> <p><i>If I'm wrong</i></p>	<p><i>Clap twice – two claps.</i></p> <p><i>Shake your head, like this.</i></p> <p><i>Shout out "no".</i> <i>Put both hands up, two hands up></i></p>

What learners need to say and ask (Yang perlu dikatakan dan ditanyakan siswa)

<p>Children</p> <p><i>I haven't got</i></p> <p><i>I've lost</i></p> <p><i>I've forgotten</i></p> <p><i>Look, I've got</i></p>	<p><i>My pencils.</i></p> <p><i>My colours.</i></p> <p><i>My book</i></p> <p><i>A new bag/ pencil case.</i> <i>Some new felt tip pens.</i></p>
<p>Teacher</p> <p><i>Has anyone seen Giorgio's pencil/ book/ colours?</i></p> <p><i>Can someone lend Giorgio a pencil/ some colours?</i></p> <p><i>Who's got a spare pencil?</i></p> <p><i>Don't worry, I've got a spare one/ set here.</i></p>	<p><i>Did you leave it at home? OK, never mind.</i></p> <p><i>Here's one/ Here you are.</i> <i>Go and get one from my table.</i></p> <p><i>Leila – can he look at your book?</i></p> <p><i>Can he share with you?</i> <i>That's lovely. Who gave you that/ those?</i></p>

Child	Teacher
<i>Excuse me! can you help me?</i>	<i>Yes – of course, just coming.</i>
<i>Please Miss X! Is this right?</i>	<i>Wait a moment Ana, I'm just helping Peter.</i>
<i>I don't know what to do.</i>	<i>Yes... what is it you need?</i>
<i>Please can I ask in Spanish?</i>	<i>That's fine like that.</i>
	<i>Yes... What do you need to know?</i>

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BAB I PENDAHULUAN

A. Deskripsi

Buku ajar ini terdiri dari dua kegiatan belajar utama, yaitu mempelajari teori dan mempraktekkan teori yang telah dipelajari. Teori yang akan dipelajari ada empat topik, yaitu cooperative learning, the teaching-learning cycle, interactive language teaching dan computer assisted language learning (CALL). Kegiatan praktek akan dilakukan dalam bentuk micro/peer teaching. Sebenarnya, banyak hal yang dapat mendukung pembelajaran bahasa Inggris yang inovatif. Keempat topik ini dipilih dengan beberapa pertimbangan, yaitu pertama, kesesuaian topik dengan strategi pembelajaran yang direkomendasikan dalam kurikulum bahasa Inggris ,KBK/KTSP. Kedua, prinsip-prinsip strategi belajar yang akan diuraikan dalam topik-topik tersebut mendukung keterlibatan aktif siswa dan dapat membuat pembelajaran bahasa Inggris menjadi menyenangkan. Dan ketiga, prinsip-prinsip dalam strategi tersebut ada yang mungkin sudah diketahui guru, namun belum sepenuhnya diterapkan. Adapun dengan kegiatan praktek, diharapkan guru akan dapat lebih memahami penerapan berbagai strategi tersebut.

B. Prasyarat

Peserta PLPG diharapkan pernah mempelajari teori dasar tentang Teaching English as a Foreign Language dan sudah mendalami kurikulum bahasa Inggris (KBK/KTSP))

C. Petunjuk belajar

Bacalah dengan cermat bagian pendahuluan agar Anda mengetahui kompetensi yang diharapkan dapat dicapai dan proses belajar yang harus dilakukan

D. Kompetensi dan Indikator

Standar Kompetensi:

1. Mengetahui berbagai strategi inovatif dalam mengajarkan bahasa Inggris.
2. Menerapkan berbagai strategi inovatif dalam mengajarkan bahasa Inggris.

Kompetensi Dasar :

1. a. Mampu memahami kegiatan pembelajaran bahasa, khususnya bahasa Inggris, dengan menggunakan metode pembelajaran *Cooperative Learning*
b. Mampu merancang dan mempraktekkan suatu kegiatan pembelajaran bahasa Inggris dengan menggunakan *Cooperative Learning*
2. a. Memahami prinsip-prinsip 'the teaching learning cycle', yaitu strategi mengajar dengan dua siklus (*spoken, written*) dan empat langkah (*Building Knowledge of Field, Modelling of Text, Joint Construction of Text, Independent Construction of Text*)
b. Menerapkan prinsip-prinsip 'the teaching learning cycle' dalam mengajarkan bahasa Inggris.
3. a. Memahami prinsip-prinsip pengajaran bahasa Inggris yang interaktif.
b. Mengajar bahasa Inggris dengan interaktif
4. a. Mampu memahami 3 macam kegiatan pembelajaran bahasa, khususnya bahasa Inggris, yang menggunakan bantuan komputer (*Computer-assisted language learning/CALL*)

berdasarkan fase perkembangannya, yaitu *behavioristic CALL*, *Communicative CALL*, dan *Integrative CALL*.

- b. Mampu merancang dan mempraktekkan suatu kegiatan pembelajaran bahasa Inggris dengan menggunakan bantuan komputer (CALL).

Indikator

1.
 - a. Menyebutkan definisi *Cooperative Learning*.
 - b. Menjelaskan komponen *Cooperative Learning*
 - c. Menyebutkan berbagai keterampilan kolaboratif
 - d. Menjelaskan berbagai macam teknik *Cooperative Learning*
 - e. Membuat rancangan pembelajaran bahasa Inggris dengan *Cooperative Learning*
 - f. Mempraktekkan pengajaran bahasa Inggris dengan
 - g. *Cooperative Learning*

2.
 - a. Mengidentifikasi jenis-jenis kegiatan yang dapat dilakukan pada tahap *Building Knowledge of Field*, *Modelling of Text*, *Joint construction of Text* dan *Independent Construction of Text* baik untuk *spoken* maupun *written cycle*.
 - b. Menyusun kegiatan pembelajaran teks bahasa Inggris , untuk tiap tahap (BKOF, MOT, JCOT, ICOT) dan untuk kedua siklus (lisan dan tulis),
 - c. Mengajar dengan menerapkan prinsip-prinsip '*the teaching learning cycle*'.

3.
 - a. Menerangkan pentingnya interaksi dalam proses belajar-mengajar.
 - b. Menerangkan cara memaksimalkan interaksi.
 - c. Menerangkan ciri-ciri kelas yang interaktif.
 - d. Mengajar bahasa Inggris dengan interaktif.

4. a. Menyebutkan 3 macam kegiatan pembelajaran bahasa, khususnya bahasa Inggris, yang menggunakan bantuan komputer (*Computer-assisted language learning/CALL*) berdasarkan fase perkembangannya.
- b. Menerangkan pendekatan pengajaran bahasa yang melandasi 3 macam kegiatan pembelajaran bahasa dengan bantuan komputer (CALL) tersebut.
- c. Menyebutkan kelebihan CALL dibandingkan pembelajaran tradisional.
- d. Menyebutkan 2 perbedaan antara pembelajaran tradisional dan CALL.
- e. Menerangkan *ciri-ciri behavioristic CALL*.
- f. Menerangkan *ciri-ciri communicative CALL*.
- g. Menerangkan *ciri-ciri integrative CALL*.
- h. Membuat rancangan pembelajaran bahasa Inggris dengan CALL
- i. Mempraktekkan pengajaran bahasa Inggris dengan CALL

BAB II: KEGIATAN BELAJAR 1

COOPERATIVE LEARNING

A. Kompetensi dan Indikator

1. Kompetensi

- a. Mampu memahami kegiatan pembelajaran bahasa, khususnya bahasa Inggris, dengan menggunakan metode pembelajaran *Cooperative Learning*
- b. Mampu merancang dan mempraktekkan suatu kegiatan pembelajaran bahasa Inggris dengan menggunakan *Cooperative Learning*

2. Indikator

- a. Menyebutkan definisi *Cooperative Learning*.
- b. Menjelaskan komponen *Cooperative Learning*
- c. Menyebutkan berbagai keterampilan kolaboratif
- d. Menjelaskan berbagai macam teknik *Cooperative Learning*
- e. Membuat rancangan pembelajaran bahasa Inggris dengan *Cooperative Learning*
- f. Mempraktekkan pengajaran bahasa Inggris dengan *Cooperative Learning*

B. Uraian Materi

The material presented here is taken (and mostly cited directly) from "Cooperative Learning: a Sourcebook of Lesson Plans for Teacher Education", written by George M. Jacobs, Gan Siowk Lee & Jessica Ball, Kagan Cooperative Learning 1997. and <http://www.edtech.kennesaw.edu/intech/cooperativelearning.htm>

Cooperative Learning

1. Definitions and Nature of Cooperative Learning

Three definitions of cooperative learning as given by the leading scholars in the area are given below, followed by the discussion of the specific nature of the approach:

1.1. Slavin's Definition

“All cooperative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. In addition to the idea of cooperative work, Student Team Learning methods [overall name used for those methods developed by Slavin and his colleagues] emphasize the use of team goals and team success, which can be achieved only if all members of the team learn the objectives being taught. That is, in Student Team Learning the students' tasks are not to do something as a team, but to learn something as a team”

(Slavin as cited in Jacobs, et al, 1997:16).

Three concepts that are central to all Student Team Learning methods offered by Slavin are: team rewards, individual accountability, and equal opportunities for success.

Several points in Slavin's definition should be noted:

1. There is an emphasis on rewards. This is not part of all cooperative learning methods. These rewards are a key means of encouraging mutual (positive) interdependence.
2. The rewards which Slavin talks about are not grades. Grades are earned individually. Thus, while the whole team receives the same reward, e.g., a certificate for achievement, each member will often receive a different grade, e.g., one member of the team might receive a grade of A, while another might receive a grade of C.
3. Collaborative skills are not explicitly taught.

4. Groups are based on students' past achievement record.
5. Individual accountability is fostered by means such as individual quizzes.

1.2. Davidson's Definition

Davidson's definition of cooperative learning is reworded by Jacobs, et al (1997) for clarity and generalizability. Davidson's definition shows the diversity which exists among views of cooperative learning.

1. A task for group completion, discussion, and (if possible) resolution;
2. Face-to-face interaction in small groups;
3. An atmosphere of cooperation and mutual helpfulness within each group; and,
4. Individual accountability (everyone does their share).

While most experts on cooperative learning would agree on these first four points, others would include some or all of the following points:

5. Heterogeneous grouping;
6. Explicit teaching of collaborative skills;
7. Structured mutual interdependence.

1.3. Kagan And Kagan's Definition

Spencer and Miguel Kagan and their colleagues offer the "Structural Approach" to cooperative learning. Structures are devices for organizing classroom interaction. Three-Step Interview and Write-Pair-Share are examples of structures. Structures are content free; activities are created by fitting content into one or more structures.

Kagan and Kagan as cited in Jacobs, et al (1997) describe four principles which are key to the structural approach.

1. Simultaneous interaction;

2. Equal participation;
3. Positive interdependence;
4. Individual accountability.

Structures are meant to promote equal participation. For example, in Three-Step Interview each person has a designated time to participate as interviewer, interviewee, and reporter.

In conclusion, cooperative learning is a teaching strategy in which students are divided into different teams, each consists of students of different levels of ability, using a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible for learning as well as for helping teammates learn. Students work through the assignment until all team members understand and complete it.

As cited from <http://edtech.kennesaw.edu/intech/cooperativelearning.htm>, research has shown some strengths of cooperative learning techniques as follows:

- promote student learning and academic achievement
- increase student retention
- enhance student satisfaction with their learning experience
- help students develop skills in oral communication
- develop students' social skills
- promote student self-esteem
- help to promote positive race relations

2. Components of Cooperative Learning

There are 4 components of cooperative learning that will be discussed briefly below (quoted directly from Jacobs et, al, 1997: p.8-12).

2.1. Positive Interdependence

Positive interdependence is the feeling among a group of students that what helps any member of the group helps everyone in the group, and what hurts any member of the group hurts everyone in the group. To put it another way, positive interdependence means that group members feel that they “sink or swim together.”

To achieve positive interdependence among students, just putting them in groups and telling them to work together may not be sufficient. Ways of promoting positive interdependence in groups include: goals, rewards, roles, resources, and identity. Each of these is briefly discussed below.

Positive goal interdependence exists when the group shares a common goal or goals. For example, the goal may be to write a joint composition, for everyone to know how to explain the answer to a set of mathematics problems, or to learn to encourage others when working in a group.

Positive reward interdependence exists when each group member's reward is affected by the reward that the other members of their group receive. For example, each student can get bonus points if everyone in their group scores above 80% on a test. Or, everyone in a group can get extra recess time or stars if their group's project is done satisfactorily. The reward used depends on what is motivating for a particular class and the teacher's philosophy on rewards.

Positive role interdependence means that members are assigned complementary and interconnected roles that specify responsibilities which the group needs to meet in order to complete a task. These roles should rotate, either during an activity or for different activities. For example, in a group of three which is reading a unit in their textbook, one person can be the summarizer of each small section of the unit, another can be the checker who checks on the accuracy of the summary, and a third can be

the elaborator who gives examples or connects the material to what group members already know.

Positive resource interdependence means that each member has only a portion of the information, materials, or tools needed to complete a task. The exercise you are doing now is an example of resource interdependence, because in each home team no one has all the information; you each have different pieces. Thus, you need to share resources to succeed. Another example would be a science experiment in which different group members have different pieces of equipment.

Positive identity interdependence means that the group shares a common identity. This can be encouraged by having students choose a group name, flag, motto, handshake, etc. Countries, clubs, sports teams, and schools use these and other ways to attempt to create a shared identity among their citizens, members, and students and staff.

2.2. Collaborative Skills

The first time most teachers ask their students to study in groups, it quickly becomes clear that students lack the necessary skills to work effectively with others. Thus, teachers may want to teach these collaborative skills along with academic content. Good collaborative skills are important so that students learn more when they study in groups. These skills are also crucial for success outside of school, with their friends and families, as well as later, in their careers.

Teachers should choose a skill to emphasize in each cooperative lesson. It will probably be necessary to emphasize the same skill for several lessons or more. This should be a skill which is likely to be needed in upcoming lessons.

There are six steps in teaching collaborative skills. First, students should see the need for the skill. This can be done by asking students how the skill has come up in their own experiences, by explaining why the skill is important in and out of school (now and in the future), and via room displays.

Second, students need a clear understanding of what the skill is. One way to achieve this understanding is for the class to develop lists of what a skill looks like and sounds like. For example, being a good listener can look like looking at people when they are talking to us. It can sound like using expressions such as “uh-huh” and “right” while the people are speaking to us in order to show we are following what they are saying.

Third, students may need to practice the collaborative skill in isolation from regular class content. This can be done via activities such as demonstrations by the teacher, role plays, and games. Here, both positive and negative examples can be used.

Fourth, the skill should be integrated into course content activities. For example, if groups are working together on projects, they can be asked to use the skill of encouraging others to participate. Another way to do this is for group members to be given rotating roles based on collaborative skills. For example, one student can be the praiser, another the para phraser, a third can be the facilitator (in charge of keeping the group on task), and a fourth can be the questioner (asking people for reasons). The teacher can circulate among groups and observe use of the designated skill(s), and students can also observe their own use and their group members' use of.

Fifth, processing group interaction is important. One of the other members of your home team will explain this to you. Sixth, once the skill is taught, the teacher needs to encourage students to persevere in using it. At first,

using the skill may seem awkward and artificial. It takes time to become proficient at a skill. Ways to persevere include telling parents which skill the class is practicing and asking them to help, having the whole school work on the same skill, putting up signs, and recycling a skill that was taught earlier in the year.

2.3. Processing Group Interaction

As part of each unit in which cooperative learning is used, time should be set aside at least once for students to discuss how well their group is working together. This processing of group interaction helps groups learn how to collaborate more effectively. It can take place during or at the end of an activity.

Processing group interaction has two aspects. One, the good things about group functioning should be brought out. For example, particular members can be praised for the specific time they helped to explain a difficult point to their groupmates. Two, the group should discuss what in their interaction needs to be improved. For instance, they may feel that their group did not stay on task. Here again, being specific helps.

Sometimes, teachers will request that specific collaborative skills be discussed during the processing of group interaction. For instance, the teacher may ask students to concentrate on how well their group did on making sure everyone understood a point before going on. Processing is helped if the teacher and students do observations while the groups are working together.

It is easy to succumb to time pressure and skip the processing portion of a cooperative learning lesson. However, processing group interaction is a key element of cooperative learning because it gives students useful feedback on their group skills, and it tells students that the teacher places importance on how well they work together.

Heterogeneous Grouping

Many experts on cooperative learning recommend that students usually be placed by the teacher in groups which are heterogeneous on such dimensions as past achievement, diligence, ethnicity, and sex. Mixing students by achievement is encouraged in order to promote peer tutoring (which can benefit both tutor and tutee), to provide low achievers with models of good study habits, and to improve relations between students.

Improved relations is also a reason given for mixing students of different ethnicities in the same group. Working together toward a common goal can help dissolve barriers and build friendships. Additionally, students from different ethnic groups often bring unique perspective to group discussions. This combining of perspectives is also a rationale for mixing female and male students. The resulting diversity of perspectives can enrich students' thinking.

Usually, heterogeneous groups are best achieved by having the teacher choose who will be in which group. When students select their groupmates, they often choose people most like themselves. This can lead to cliques and other factors which work against cohesive classroom relations.

2.4. Individual Accountability

One of the most commonly heard objections to having students work in groups is that some group members will end up doing all the work and all the learning. This can occur because some students try to avoid working or because others want to do everything. Thus, encouraging everyone in the group to participate is a real concern. To do this we need everyone to feel that they are individually accountable for the success of their group.

There are many ways to structure group activities so as to promote this feeling of individual accountability. Some of these are:

1. Each student individually takes a quiz, completes a task, or writes an essay on the material studied.
2. Group members are called on at random to answer a question and/or to explain an answer.
3. Each group member has a designated role which they are to perform. These roles can rotate. For example, a reading passage can be divided into sections. Members of a pair each read the first section silently. Then, one person is to summarize the section and the other is to make connections between the section and other materials the class has studied or with aspects of their lives. These roles rotate for the next section of the reading passage.
4. Each member is principally responsible for one part of their group's project.

For example, if a group is doing a report on Korea, one member could write the section on history, another the geography section, another the art section, and the fourth member could write the section on the economy.

The person in your home team who has information about positive interdependence will have more ideas about how to promote individual accountability.

Teacher's Role When Students Are In Groups

'While students are in their groups, the teacher can circulate among them to see if:

1. groups understand the task;
2. groups understand the content they are studying;
3. groups are using appropriate collaborative skills (the member of your home team with piece B will explain this to you); and,
4. anyone needs extra help.

3. List of Collaborative Skills

The following list of collaborative skills is taken directly from Jacobs, et al, (1997:68).

3.1. Group Forming Skills

1. Getting into Groups Efficiently
2. Greeting Others
3. Introducing Oneself—Introducing Others
4. Using People's Names When Speaking to Them
5. Ending a Group Activity
6. Saying Goodbye

3.2. Basic Group Functioning Skills

1. Saying Thanks—Responding to Thanks
2. Attentive Listening
3. Giving Praise—Responding to Praise
4. Waiting Patiently—Trying Not to Keep Others Waiting
5. Asking for Help—Giving Help
6. Apologizing—Accepting Apologies
7. Encouraging Others to Participate—Responding to Encouragement to Participate
8. Asking Questions—Responding to Questions
9. Saying “No”—Accepting “No”
10. Giving Instructions—Following Instructions
11. Interrupting Appropriately—Accepting Appropriate Interruptions
12. Using Humour to Help Group Functioning
13. Getting the Group Back On Task
14. Paraphrasing
15. Observing and Commenting on Group Functioning
16. Keeping to Time Limits

3.3. Idea Exchange Skills

1. Making a Plan
2. Making Suggestions—Responding to Suggestions
3. Asking for Reasons—Giving Reasons
4. Asking for Feedback—Giving Feedback
5. Giving Negative Feedback—Responding to Negative Feedback
6. Disagreeing Politely—Responding to Disagreement
7. Checking Accuracy
8. Checking for Understanding
9. Persuading Others
10. Compromising
11. Summarizing

4. Some Cooperative Learning Techniques

There are many cooperative learning techniques developed by the scholars in the area, but only a few are presented here as examples (taken and directly quoted from <http://edtech.kennesaw.edu/intech/cooperativelearning.htm>). Teachers can always modify these techniques to suit their teaching needs.

1. Jigsaw - Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other. (Wood, p. 17) Tests or assessment follows.
2. Think-Pair-Share - Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

3. Three-Step Interview (Kagan) - Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.
4. RoundRobin Brainstorming (Kagan)- Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.
5. Three-minute review - Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.
6. Numbered Heads Together (Kagan) - A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.
7. Team Pair Solo (Kagan)- Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

8. Circle the Sage (Kagan)- First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.
9. Partners (Kagan) - The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

C. Latihan

1. Rancanglah suatu kegiatan pembelajaran bahasa Inggris dengan menggunakan *cooperative learning*.
2. Presentasikan dan/atau praktekan rancangan pembelajaran anda di kelas.

D. Lembar Kegiatan

1. Sebutkan definisi *cooperative learning* secara umum yang dapat mencakup definisi versi Slavin, Davidson, dan Kagan & Kagan.
2. Sebutkan 4 komponen *cooperative learning* dan beri
3. penjelasan singkat
4. Sebutkan 3 macam keterampilan kolaboratif dan contoh contohnya
5. Sebutkan 3 diantara berbagai jenis teknik *cooperative learning* yang anda ketahui dan beri penjelasan secara ringkas.

E. Rangkuman

Cooperative Learning adalah pembelajaran bahasa yang menerapkan system pembelajaran secara kelompok dengan menekankan kerjasama. Anggota kelompok tidak saja bertanggungjawab atas pembelajarannya sendiri, tetapi juga pembelajaran bagi semua anggota kelompoknya untuk mencapai penyelesaian tugas yang diberikan guru. Ada empat komponen *cooperative learning*, yaitu saling ketergantungan yang positif (*positive interdependence*), keterampilan kolaboratif (*collaborative skills*), interaksi kelompok (*group interaction*) dan tanggungjawab individu (*individual accountability*). Sedangkan keterampilan kolaboratif sendiri terdiri dari tiga kelompok besar, yaitu keterampilan membangun kelompok (*group forming skill*), keterampilan dasar memfungsikan kelompok (*basic group functioning skill*), dan keterampilan bertukar gagasan (*idea exchange skill*), yang masing-masingnya terdiri dari beberapa keterampilan. Ada banyak teknik *cooperative learning* yang ditawarkan oleh beberapa pakar di bidang ini, diantaranya yang

terstruktur dan diajukan oleh Spencer Kagan adalah teknik *jigsaw*, *think-pair-share*, *three-step interview*, *roundRobin brainstorming*, *three-minute review*, *numbered heads together*, *team pair solo*, *circle the sage*, dan *partners* yang dapat di adopsi atau diadaptasi guru sesuai kebutuhan.

F. Tes Formatif

I. Choose the most appropriate answer by crossing the letter A, B, C, or D on your answer sheet:

1. Cooperative Learning is a kind of teaching strategy with the following characteristics, except:
 - a. students learn in teams
 - b. each team consists of students of homogeneous levels of ability
 - c. each member of a team is responsible for learning
 - d. each member of a team is responsible for helping other members learn.
2. In cooperative learning, the members of a team
 - a. must get the same grades
 - b. do not necessarily get the same grades
 - c. play the same role
 - d. act as leaders
3. The following are some advantages of cooperative learning, except:
 - a. decrease student retention
 - b. promote student learning and academic achievement
 - c. enhance student satisfaction with their learning experience
 - d. develop students' social skill
4. Positive interdependence in cooperative learning includes:
 - a. positive goal interdependence
 - b. positive reward interdependence
 - c. positive role interdependence

- d. all the above
5. The following are Slavin's ideas of cooperative learning, except:
- a. emphasis on rewards.
 - b. heterogeneity of groups
 - c. explicit teaching of collaborative skills
 - d. individual accountability
6. Among Davidson's ideas of cooperative learning that is not necessarily included by other experts is:
- a. a task for group completion, discussion, and resolution
 - b. face-to-face interaction in small groups
 - c. individual accountability
 - d. structured mutual interdependence
7. Four principles which are key to the structural approach proposed by Kagan and Kagan include the following, except:
- a. simultaneous interaction
 - b. equal participation
 - c. positive interdependence
 - d. heterogeneous grouping
8. Think-Pair-Share involves a
- a. one step cooperative structure
 - b. two step cooperative structure
 - c. three step cooperative structure
 - d. four step cooperative structure
9. Encouraging others to participate belongs to
- a. group forming skill
 - b. group functioning skill
 - c. idea exchange skill
 - d. all the above
10. Making suggestions belongs to
- a. group forming skill
 - b. group functioning skill
 - c. idea exchange skill
 - d. all the above

**II. Give brief explanation to each of the following questions/
instructions**

1. What are the similarities among the definitions of cooperative learning proposed by Slavin, Davidson, and Kagan & Kagan?
2. What are the differences among the definitions of cooperative learning proposed by Slavin, Davidson, and Kagan & Kagan?

BAB III KEGIATAN BELAJAR 2

THE TEACHING LEARNING CYCLE

A. Kompetensi dan indikator

Kompetensi

1. Memahami konsep '*the teaching-learning cycle*', yaitu strategi mengajar dengan dua siklus (*spoken, written*) dan empat langkah (*Building Knowledge of Field, Modelling of Text, Joint Construction of Text* dan *Independent Construction of Text*).
2. Menerapkan prinsip-prinsip '*the teaching-learning cycle*' dalam mengajar.

Indikator

1. Mengidentifikasi jenis-jenis kegiatan yang dapat dilakukan pada tahap *Building Knowledge of Field, Modelling of Text, Joint construction of Text* dan *Independent Construction of Text* baik untuk *spoken* maupun *written cycle*.
2. Menyusun kegiatan pembelajaran suatu jenis teks, untuk tiap tahap (*BKOF, MOT, JCOT, ICOT*) untuk siklus lisan.
3. Menyusun kegiatan pembelajaran suatu jenis teks, untuk tiap tahap (*BKOF, MOT, JCOT, ICOT*) untuk siklus tulis.

B. Uraian Materi

THE TEACHING-LEARNING CYCLE

(Source : Hammond et al. 1992. pp. 17 -24.)

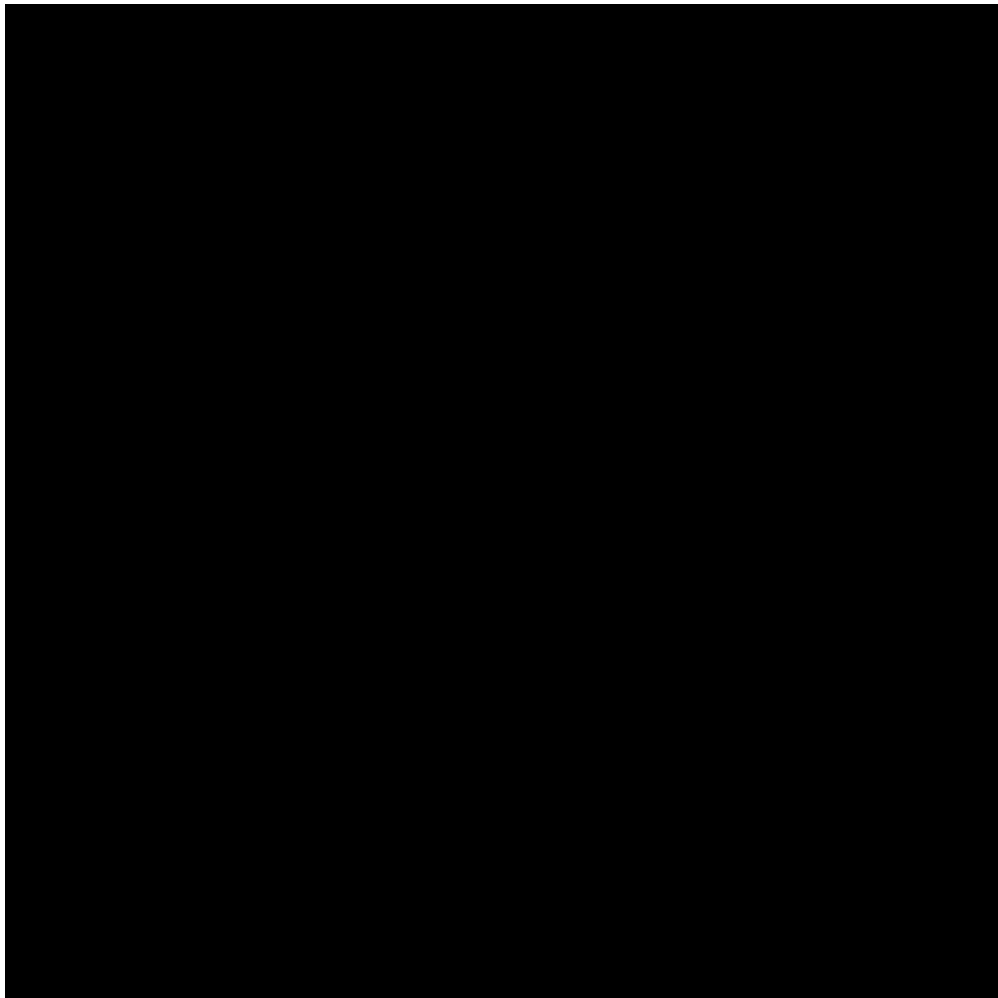
In the approach, classroom programming is based on four stages in a Teaching-Learning Cycle (adapted from Callaghan and Rothery, 1988) which are aimed at providing support for learners as they move from spoken to written texts. These stages are identified in the diagram below.

They involve the selection and sequencing of classroom tasks and activities and are related to the starting points of topic or type of text.

The four stages in the Teaching-Learning Cycle are:

- Stage One - Building the context or field of the topic or text-type
- Stage Two - Modelling the genre under focus
- Stage Three - Joint Construction of the genre
- Stage Four - Independent Construction of the genre.

The Teaching-Learning Cycle



Source: Burns and Joyce: 1991 (Adapted from Callaghan and Rothery 1988)

THE TEACHING-LEARNING CYCLE AND CLASSROOM PLANNING

The Teaching-Learning Cycle is based on the assumption that in order to learn to write effectively, students first need to have an extensive understanding of and familiarity with the topic they are writing about. They also need models of the genre they are learning to write, in order to have a clear idea of what it is that they are working towards. They need some support and guidance in learning how to organise what they know about the topic into an appropriate written text, and finally they need opportunities to apply what they have learned about writing the text, as they 'go it alone' and write independently.

The Teaching-Learning Cycle is useful in that it:

- provides a rationale and a framework for decisions about the type and sequence of teaching and learning activities appropriate in a language and literacy classroom
- incorporates tasks and activities that move learners from a focus on spoken language to a focus on the written language
- focuses on learning language and also learning about language, that is, learning how and why written texts are shaped and organized as they are. This focus on learning about language may involve reading published texts, reading texts that have been written by the teacher and/or reading texts written by learners.

It also involves considerable talk about texts, drawing on shared understanding of the schematic structure and grammatical patterns of the genre under focus. The talk about text which accompanies analysis of models of the genre and joint construction of the genre ensures that by the

time learners write independently, they have a clear understanding of what they are writing and how to go about successfully writing it.

At each stage the teacher needs to select a number of different activities that provide a framework of structure and support as the learners increasingly gain control over written language. These activities may range from:

- those which are very open-ended and interactive to those which have a specific language focus.
- those with a learner focus and those with a teacher focus. These interrelated and changing roles of the teacher and learners within each stage are represented in the outer circle of the teaching-learning cycle.

The cycle is intended to be used flexibly and therefore it is possible to begin at different stages and to move from stage to stage according to the needs of the learners. Decisions about the point at which to begin the teaching-learning cycle will depend on what students already know about the texts they are working on as well as the goals of the program. Normally, however, it would be necessary to move through each stage when working on a particular genre for the first time.

In some units of work, it may be appropriate to omit some of the stages of the cycle. This depends, for example, on whether the focus is upon reading or writing a text, or whether learners are ready to proceed to the next stage. It may be the case that some learners are not ready to proceed to independent construction and the teacher may decide to recycle some of the activities introduced at an earlier stage.

STAGE 1: BUILDING KNOWLEDGE OF THE FIELD

The stage of building knowledge of the field is extremely important for adult learners, especially ESL learners, as it is the point at which overall knowledge of the cultural and social contexts of the topic is built and developed. It is at this stage that discussion of cross-cultural similarities and differences occur so that an understanding of the purpose of various written genres within Australian society can be developed. The range and nature of activities here depend on the extent of the learners' second language development and the degree of their familiarity with the topic or text type. It is important for all learners to have an understanding of the topic before being expected to write about it.

Classroom tasks and activities at this stage enable learners to:

- explore cultural similarities and differences related to the topic including:
 - processes involved in achieving goals such as visiting the doctor or applying for a job.
 - shared experiences such as knowledge and experience of finding accommodation
- practise grammatical patterns relevant to the topic or text type
- build up and extend vocabulary relevant to the topic or text type.

Tasks and activities might include:

- use of visuals - photographs, filmstrips, videos - to build context
- hands-on' activities such as making bread, going on excursions, listening to guest speakers
- reconstructing and discussing `hands-on' activities when back in the classroom
- a range of communicative activities designed to enable students to share, discuss and argue about aspects of the topic

- language lessons focused on vocabulary or grammatical patterns
- introducing learners to a broad range of written texts related to the topic, such as school brochures, notes, newsletters and enrolment forms
- developing reading strategies appropriate to the texts, including predicting, skimming, scanning, or identifying the logo.

This first stage is one of the most important in the cycle and one that has traditionally been most neglected in the introduction of classroom tasks and activities. Assisting learners to gain an understanding of the context is an essential stage in program planning, but the amount of time spent at this stage before moving on to the reading or writing of specific texts depends on the learners' knowledge of the topic. Teachers also need to return to this stage as preparation for the introduction of any new texts related to the topic.

STAGE 2: MODELLING OF TEXT

This stage involves introducing the learners to a model of the genre they will be reading or writing. It differs from the work done in Stage One, which aims at building learners' knowledge of the general context of the topic. In Stage Two, there is an explicit focus on analysing the genre through a model text related to the course topic. This involves preparing the learner for reading and writing by:

- focusing on the genre as a written or 'crafted' object
- discussing the social function of the genre and the purpose intended by the reader or writer
- analysing characteristic schematic structure and grammatical patterns.

The selection of model texts depends upon the teacher's assessment of the learners. Generally, genres selected are those which reflect learners' needs outside the classroom and their goals in literacy development. If

suitable models are unavailable, it may be necessary for teachers to write their own examples, based on their knowledge of the characteristic schematic structure and grammatical patterns of the genre. Learners need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life written texts make the connection obvious. Thus it is not appropriate to rewrite some texts, such as forms, which are readily available outside the classroom.

Classroom tasks and activities at this stage enable learners to:

- read the model text with the teacher, with other students or alone
- develop an understanding of the social function and purpose of the text
 - why are such texts written?
 - by whom are they written and read?
 - what is the context in which they will be used?
- develop an understanding of the overall organisation and development of the text
 - what is its schematic structure?
 - what are the major grammatical patterns?
- develop an understanding that the organisation of the text is functional; that the text is as it is because of the purpose it fulfils. Its schematic structure and grammatical patterns are not accidental.

If the focus of the program is primarily on reading, it may not be necessary to go further than this second stage of the cycle. Instead, the teacher could include additional tasks and activities which increase the learners' control of the genre through the introduction of other model texts. Assessment of the learners is crucial in determining whether the activities listed here are carried

out in succession or whether it is necessary to recycle them several times. Decisions about the sequencing of tasks and activities will depend on learners' progress at this point.

Classroom tasks and activities at this stage might include:

- teacher reading model text(s) to students
- shared reading of texts between students
- discussion of who writes this genre, why and where they are likely to be found
- exchanging class experiences of similar texts and the purpose of these texts
- analysis, based on examples of the schematic structure of the genre and the function of each stage within the schematic structure of the genre
- practice in distinguishing and labelling stages within the schematic structure of the genre
- pointing out significant grammatical patterns within the genre (e.g. use of tense technical language, specific or generic participants)
- discussion of the function of major grammatical patterns in the genre.

STAGE 3: JOINT CONSTRUCTION OF TEXT

At this stage, the aim is for the teacher to work with the learners to construct a similar text. The teacher first needs to assess the extent of the learners' knowledge and understanding of the field. Further work may need to be done before the actual construction of the text begins. This may include, for example, gathering relevant information, researching the topic through additional reading, or preparing a series of notes to be used as the basis for the text.

The emphasis at this stage is on the teacher providing guidance and support in order to convert and reshape language from the spoken to the written mode. The teacher therefore provides explicit support to the learners through questions and elicitations and by modelling the writing process with the learners. This support focuses initially on the structure of the genre and progressively, when the learners have demonstrated control of the schematic structure of the text, on aspects such as the grammatical patterns. Teachers may want to complete several jointly constructed texts or several drafts of the same text before learners attempt to write independently.

Stage 3 emphasises and draws together both field and mode as it focuses on the learners' knowledge of the topic as well as using knowledge about language to assist them to move from spoken to written language.

Classroom tasks and activities at this stage enable learners to:

- explore further the purpose of the genre and its relation to the topic or field
- contribute knowledge of the field in the shared construction of a text
- negotiate with teacher and other students regarding the most appropriate organisation of knowledge about topic into a written text
- draw on knowledge of schematic structure and linguistic features of the genre (from analysis of models of the genre in Stage 2 of the teaching learning cycle) in negotiations about appropriate organisation of the genre
- develop an understanding of some of the differences between talking about a topic and writing about it.

The major focus at this stage is the discussion of the learners' contributions and their appropriateness to the genre. These discussions will draw on the learners' knowledge and understanding resulting from the text analysis which was carried out in Stage 2 - Modelling. It is important that, at this point, the teacher monitors and assesses the extent of the learners' control of the genre. Higher level learners, for example, may be able to proceed by working together in groups, whereas other learners need much more explicit teacher support.

Classroom tasks and activities at this stage might include:

- revision and further discussion of purpose, context and structure of genre
- further field building activities where necessary
- summarising in note form (on board or overhead projector) what students know about the topic of the shared text
- negotiation between teacher and students, and between students, regarding appropriate beginning, middle and end construction of text, drawing on shared knowledge about the genre.
- shared re-drafting and editing of text, drawing on shared knowledge about the genre.

STAGE 4: INDEPENDENT CONSTRUCTION OF TEXT

Before moving on to this stage, the teacher needs to assess if the learners are ready to construct the text independently. Generally, independent construction occurs only after group or pair construction has shown that the learners have gained control of the field and the mode. According to the needs of the learners, it may be necessary to recycle some of the

tasks and activities at earlier stages, for example further modelling of text construction or analysis of grammatical patterns.

The students will be drawing on their increased knowledge and control of the field and the mode as well as the models of texts produced in Stages 2 and 3 of the cycle. Here the focus is less on the teacher providing explicit support than being available to consult with individual learners as they require assistance or feedback. The teacher's role is to provide constructive comments to the learners on what further development may be necessary. This means analysing and identifying through whole class, group or individual work, where and why problem areas are occurring in the texts and whether they relate, for example, to overall schematic structure or to grammatical patterns, spelling or punctuation.

Classroom tasks and activities at this stage enable learners to:

- incorporate knowledge of schematic structure and grammatical patterns into their own writing.
- produce written texts that approximate control of the genre
- read other examples of the genre in contexts outside the classroom
- feel confident about writing the genre in contexts outside the classroom.

In some instances, teachers will not go on to this fourth stage of independent construction. Again, this depends on the language level of the learners and the extent to which they demonstrate control over the genre. It may be that learners need to review earlier stages for some time and need considerable explicit support from the teacher. Other learners may achieve partial independent construction of the text. The teacher may then decide to begin the cycle again in order to assist the learners with further sections of the text. More advanced learners on the other hand may be

able to work straight through the cycle and demonstrate that they can plan and write a text independently.

Classroom tasks and activities at this stage might include:

- building and developing knowledge of the field through activities such as reading, information gathering, and note-taking
- writing own text, approximating appropriate schematic structure and grammatical patterns
- consulting with other students or with the teacher regarding the appropriateness of the text
- re-drafting and editing where necessary
- class discussion of any difficulties experienced by learners in writing their texts.
- focused language lessons (such as spelling, punctuation, layout of text) for class or groups of learners where necessary.

C. Latihan

Work in groups of five and do the following activities :

1. Identify activities that you can do in each stage of the teaching-learning cycle, for teaching a certain text type or genre,(recount, report, procedure, etc).
2. Practice presenting one of the stages of the teaching – learning cycle in micro teaching. Choose the cycle, oral or written and the genre. Think of an interesting strategy.

D. Lembar Kegiatan Mahasiswa

Read this text.

My Daddy

A bespectacled man in his forties, Daddy is a successful businessman at work and a good father at home.

He wakes up at half-past five every morning to prepare breakfast for me, which comprises toasted bread with strawberry jam and warm milk. He prefers to let Mummy sleep a little longer as she has a lot of household chores to do in the day. Daddy and I usually set off at about half-past six and he takes me to school before heading for work.

Weekends and public holidays are very much looked forward to, for Daddy will dish up his specialities for the family. Black pepper crab, spicy barbecued chicken wings and vegetarian hot pot, the thought of these tempting, mouth-watering dishes never fails to make my stomach growl.

Daddy is always by my side when I am low in spirits. Once, I was not short-listed to represent the school in the Inter-school Gymnastics Competition. I cried my heart out and daddy spent the entire evening consoling me. While it is every parent's wish that his child excels academically, Daddy never gives me too much pressure. He prefers to provide me with an enjoyable, all-rounded learning experience.

Source : Chua (2002:40)

Task

1. Decide what activities or task you will include in each stage of the spoken cycle when you use the passage to teach your students.
2. Decide what activities or task you will include in each stage of the written cycle when you use the passage to teach your students.

E. Rangkuman

The teaching-learning cycle is a model for a genre-based approach to language teaching. The cycle consists of four stages: Building Knowledge of Field, Modelling of Text, Joint Construction of Text and Independent Construction of Text. The model is based on the assumption that in order to write effectively, students first need to be familiar with the genre. They also need models in order to have a clear idea of what it is that they are working towards, and some support and

guidance in learning how to produce an appropriate text. Finally they need opportunities to write independently. The model can be applied in teaching both spoken and written language.

F. Tes Formatif

I. Answer the following questions.

1. In what way is the teaching learning cycle useful ?
2. Mention some activities that you can do in the Modelling Stage.

II. Choose the right answer.

1. The teaching learning cycle consists of the following stages except ...
 - A. Building knowledge of field.
 - B. Modeling of text.
 - C. Joint construction of text
 - D. Independent contribution of text.
2. In order to write effectively, students need to be familiar with the
 - A. characteristics of the genre
 - B. purpose
 - C. structure
 - D. vocabulary
3. The teaching learning cycle focuses on learning
 - A. a language and about the language.
 - B. to develop activities
 - C. from a model
 - D. collaboratively
4. At the joint construction stage, students can
 - A. write a model text with their friends.
 - B. edit their texts with the help of the teacher.
 - C. Analyze the structure.
 - D. discuss with their friends about the lesson.

5. At the independent construction of text, teachers should.....
 - A. not help the students.
 - B. help the students when needed.
 - C. evaluate students' work.
 - D. explain the cultural context
6. In applying the teaching-learning cycle, teachers should
 - A. spend equal time for each stage.
 - B. go through all the stages for both spoken and written language.
 - C. spend more time in the building knowledge stage.
 - D. be free in allocating the time for each stage.
7. In teaching a written recount, teachers should start by
 - A. analyzing the structure
 - B. analyzing the generic structure.
 - C. Introducing students to the text.
 - D. writing a text
8. Reading models of a text can be done in the
 - A. building knowledge stage.
 - B. modeling stage.
 - C. joint construction stage
 - D. all the above.
9. The teaching learning cycle should be used
 - A. flexibly.
 - B. rigidly.
 - C. partially
 - D. totally.
10. The teaching learning cycle provides of the activities in the classroom.
 - A. an example
 - B. a framework
 - C. an understanding
 - D. a genre

BAB IV KEGIATAN BELAJAR INTERACTIVE LANGUAGE LEARNING

A. Kompetensi dan indikator

Kompetensi

1. Memahami konsep pengajaran bahasa Inggris yang interaktif..
2. Mengajar dengan interaktif.

Indikator

1. Menerangkan tentang pentingnya interaksi dalam PBM.
2. Menerangkan tentang cara memaksimalkan interaksi..
3. Menyebutkan ciri-ciri kelas yang interaktif.
4. Mengajar dengan interaktif.

B. Uraian Materi

INTERACTIVE LANGUAGE TEACHING

Source : Rivers, 1987 (3-15)

Interaction as the Key to Teaching Language for Communication

Students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages (that is, messages that contain information of interest to speaker and listener in a situation of importance to both). This is interaction. Interaction involves not just expression of one's own ideas but comprehension of those of others. One listens to others; one responds (directly or indirectly); others listen and respond. The participants work out interpretations of meaning through this interaction, which is always understood in a context, physical or experiential, with nonverbal cues adding aspects of meaning beyond the verbal. All of these factors

should be present as students learn to communicate: listening to others, talking with others, negotiating meaning in a shared context. There must be interaction between people who have something to share.

Collaborative activity of this type should be the norm from the beginning of language study. Part of the teacher's art is to create, or stimulate student creation of, the types of situations in which interaction naturally blossoms and in which students can use for actual communication what they have been learning in a more formal fashion. In this way, they are already engaging in the central activity for which language is used in human relations.

Why is interaction so important in language-learning situations? Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students. (As teachers, we frequently overlook how much students learn from their peers.) In interaction, students can use all they possess of the language - all they have learned in real-life exchanges where expressing their real meaning is important to them.

Student needs; course design; classroom procedures

How interaction is achieved in formal situations is a matter of technique or of classroom approach; in less formal situations it involves imaginative planning with student input. In either case, the teacher has a number of options. How can teachers select from this great variety of proposed approaches and techniques? What kinds of guidelines can they follow?

First, in all teaching, comes the student. The teacher needs to consider the age of the students, their scholastic background, their culturally absorbed ways of learning, and their objectives in studying the language that are largely determining their motivation. Only after such matters have been taken into account and decisions made about the

kind of course that will meet the students' needs in their particular situation will teachers begin to reflect on appropriate ways of selecting and presenting material. Thus, that the objectives of the students may be achieved.

Furthermore, each teacher has a personality to express. Teachers are individuals who teach and interact most effectively when what they are doing conforms to what they feel most comfortable doing.

Teachers should not be looking for the one best method for teaching languages or helping students learn languages, but rather the most appropriate approach, design of materials, or set of procedures in a particular case. Teachers need to be flexible, with a repertoire of techniques they can employ as circumstances dictate, while keeping interaction central - interaction between teacher and student, student and teacher, student and student, student and authors of texts, and student and the community that speaks the language.

Comprehension and expression

Whether in oral or graphic form, comprehension and expression of meaning are in constant interaction in real-life communication. Some scholars maintain that all that is needed for students to acquire language is plenty of comprehensible input, and "the ability to speak (or write) fluently in a second language will come on its own with time" (Krashen and Terrell 1983: 32); in other words, after a great deal of listening, speech will emerge spontaneously in a natural order. Intensive listening alone will not lead to fluent and effective production of utterances. Listening draws on knowledge of the world and expectations aroused by the situation and by the persons involved in it. Listeners have little control over the speech to which they are listening. In interpreting what they are hearing, listeners are guided by the rhythmic segmentation of the speech by the speaker and the sequence of semantic element. If we are cultivating effective listening skills, we

teach students to rely on semantic cues and NOT to focus on the syntax. What is said here about listening can be applied equally to reading. Fluent readers draw on semantic cues.

On the other hand, speaking begins with the intention of the speaker. Unlike the listener, the speaker controls the level of language and the elaborated or simplified form that will be used. Consequently language learners, when speaking, can keep within a simplified syntax and reduced vocabulary to express their meaning.

Speakers need grammar to express their meaning with any precision and to retain the listener's respect and attention. Listeners, on the other hand, may bypass much of the grammar by resorting to semantic strategies. This is the fundamental difference between listening and speaking. Because of this difference, neither alone can lead to the other in some incidental, subconscious, unfocused way. Even with attentive, focused listening, the listener is paying close attention to details of the content and the development of thought rather than to specific elements of syntax, except where there is ambiguity or unclear meaning. The same thing happens with attentive reading, which is why proof-reading is so difficult.

Promoting interaction

To promote interaction, individuals (teachers as well as students) must appreciate the uniqueness of other individuals with their special needs - not manipulating or directing them or deciding *how* they can or will learn, but encouraging them and drawing them out (educating), and building up their confidence and enjoyment in what they are doing. Teacher-directed and -dominated classrooms cannot, by their nature, be interactive classrooms, and this is what language teachers need to learn. Interaction can be two-way, three-way, or four-way, but never one-way.

Interactive language teaching requires a high degree of indirect leadership, along with emotional maturity, perceptiveness, and sensitivity to the feelings of others. When a teacher demonstrates these qualities, students lose their fear of embarrassment and are willing to try to express themselves. Once students feel appreciated and valued, they are anxious to show what they can do, to propose and participate in activities.

Whatever promotes student participation in a relaxed and enthusiastic atmosphere stimulates the interaction that is essential to successful language learning. The interaction may be quiet; it may be noisy; it may be alert and dynamic. The interaction can take place in large groups, small groups, or pairs, but it will be there, with students deeply involved in tasks and activities that draw on their creativity.

What happens in an interactive classroom?

1. In an interactive classroom there will be, first of all, much listening to authentic materials, with no prohibition or discouragement of spoken response or student-initiated contribution. The listening will be purposeful as students prepare to use what they have heard in some way. Authentic materials include teacher talk when the teacher is fluent in the language. When teachers cannot provide this kind of input, they will rely heavily on audio and video tapes or, for reading, on written texts. Authentic materials need not be difficult materials. These materials will always be used in some productive activity, e.g., as input for a small-group discussion or debate about controversial or unexpected elements.
2. Students from the beginning listen and speak in reacting to pictures and objects, in role plays, through acting out, and in discussion. They argue about events and positions taken and share points of view.

3. Students are involved in joint tasks: purposeful activity. They work together doing or making things, all the time using the language as they concentrate on the task.
4. Students watch films and videotapes of native speakers interacting. They observe nonverbal behavior and the types of exclamations and fill-in expressions that are used. They also learn how people initiate and sustain a conversational exchange, how they negotiate meaning, and how they terminate an interactive episode. Varieties of language, stress, and intonation can also be acquired and practiced in this type of activity.
5. Pronunciation may be improved interactively not only while listening and speaking conversationally, but also in poetry reading and creation.
6. If reading *is* the activity, there should be lively interaction of reader and text - interpretation, expansion, discussing alternative possibilities or other conclusions. Often reading leads to creative production in speech or writing, as students are inspired to write similar texts.
7. What is written should be something that will be read by somebody, as with a group composition or an item in a *class newspaper* or on a bulletin board. Dialogue journals are an excellent example of interactive writing. Students write to the teacher or to each other, and the reader responds with a further message, thus combining reading and writing in a purposeful activity.
8. Interaction does not preclude the learning of the grammatical system of the language. We interact better if we can understand and

express nuances of meaning that require careful syntactic choices. Learning grammar, however, is not listening to expositions of rules but rather inductively developing rules from living language material and then performing rules (Rivers 1981: 194-6). This process can and should be interactive, with students internalizing rules through experience of their effectiveness in expressing essential meanings. Many activities can be developed where students use particular structures without feeling they are learning grammar.

9. Testing too should be interactive and proficiency-oriented, rather than a sterile, taxonomic process. Students should be put in situations where they hear and react to real uses of language or where what they read is to be incorporated into some further language-using activity.

Turn-taking mechanism

(Kramsch, 1987, pp 22- 27)

Control of turn-taking mechanism is important for effective classroom interaction. In teacher-oriented interaction, the teacher selects the next speaker and automatically selects him- or herself for the succeeding turn. There is little motivation for students to listen to one another, and the only motivation to listen to the teacher is the fear of being caught short on an answer. Teaching students how to take turns, as easy as this might seem, requires teaching a number of skills that are not automatically transferred from the mother tongue. Students must learn to listen to the utterance of the previous speaker across its delivery, process it as it is spoken, interpret it, create and formulate a reply as they listen, find a natural completion point in the speaker's discourse, and take the floor at the appropriate moment. This requires a

concentration and combination of listening and speaking skills that need to be practiced.

In group-oriented interaction, the teacher should systematically encourage the students to take control of the turn-taking mechanism by adopting some of the features of natural discourse

- Tolerate silences; refrain from filling the gaps between turns. This will put pressure on students to initiate turns.
- Direct your gaze to any potential addressee of a student's utterance; do not assume that you are the next speaker and the student's exclusive addressee.
- Teach the students floor-taking gambits; do not grant the floor.
- Encourage students to sustain their speech beyond one or two sentences and to take longer turns; do not use a student's short utterance as a springboard for your own lengthy turn.
- Extend your exchanges with individual students to include clarification of the speaker's intentions and your understanding of them; do not cut off an exchange too soon to pass on to another student.

By moving toward more group-controlled forms of turn-taking, classroom interaction also gives the group more practice in the management of topics.

Examples of Activities to promote interaction

Decoding of a text

A reading has been assigned overnight as individual homework. Students sit in a circle; the teacher acts as recording secretary. The group brain-storms lexical items they find important toward understanding the story (time limit: four minutes). Students can take the floor if and when they wish; the teacher writes all contributions on the board in their correct form, without evaluating them. During the time

allotted, the students are in total control of the discourse. After the brainstorming, the teacher suggests linking the separate items to make coherent "islands of understanding." The students again take over and suggest which items can be linked in which way. The teacher draws the links on the board and recapitulates at the end the suggestions made.

Face-Saving Gambits

The teacher explicitly sensitizes the students to the routine of group conversation and the mechanics of perceived fluency: appropriate ways of opening and closing conversation, and polite ways of interrupting, making a request, or making a negative comment. Three or four alternative gambits are written on the board, such as "I have a question.", "May I ask a question?",". "May I interrupt for a second?", "I would like to ask something." The group repeats these to practice appropriate intonation. The students then practice them individually by addressing the teacher or a fellow student as opportunity arises within the limits of the lesson.

Peer observation of discourse

Three or four students lead a five-minute debate on a topic of their choice in front of the class. One-third of the class observes the turn-taking routine, one-third the way the topic is steered from speaker to speaker, and the other third the way in which errors or misunderstandings are repaired and how. Instructor and students then conduct a fifteen-to twenty-minute debriefing.

Finding key sentence

Pairs of students are *assigned* the same paragraph of a given text. They have to read it silently, check each other's understanding, and agree on and underline one key sentence that best conveys the intent of the passage. Comparison and justification of the underlined

sentences among the groups serve as a basis for a whole class interpretation of the paragraph

Conclusion

Language learning and teaching can be an exciting and refreshing interval in the day for students and teacher. There are so many possible ways of stimulating communicative interaction, yet, there are still classrooms where language learning is tedious. Grammar rules are explained and practiced; vocabulary and paradigms are learned by heart and tested out of context. As teachers, we need to set up classrooms where students are comprehending, communicating, and creating language that is meaningful, even original and stimulating. In these classrooms students are interacting in the language.

Sources : Rivers (ed). 1987. Interactive Language Teaching

1. Interaction as the Key to Teaching Language for Communication

(Rivers, pp 3 - 15).

2. Interactive Discourse in Small and Large Groups (Kramsch,

pp 22-27).

C. Latihan

Work in groups of five and do the following activities :

1. Discuss what a teacher should do to promote an interactive English class.
2. Practice teaching one of the language skills interactively.

D. Lembar Kegiatan Mahasiswa

1. List ten activities in which you commonly engage in the classroom
How could each of these be made more interactive ?
2. How would you make the teaching of the four language skills
(listening, reading speaking, writing) more interactive ?

E. Rangkuman

Communication derives essentially from interaction. Someone has something to share with someone else who is interested in the message. To promote interaction in another language, teachers must maintain a lively attention and active participation among the students. Students need to participate in activities that engage their interest and attention, so that the interaction becomes natural. Establishing a dynamic and exciting class requires teachers' skills in managing interaction and teachers' interest as well. This unit has discussed the importance of interaction, how to promote interaction, and the characteristics of an interactive language class.

F. Tes Formative

I. Answer the following questions.

1. Describe the importance of interaction in communication.
2. How would you enhance students' interaction in a listening class ?

II. Choose the right answer.

1. Teacher's individual personality can influence
- A. the length of interaction
 - B. the number of interaction
 - C. the quality of interaction
 - D. the type of interaction

2. Authentic messages contain information of interest to
 - A. reader and listener
 - B. speaker and listener.
 - C. writer and speaker
 - D. students and teacher

3. Communication means interaction between people who
 - A. share the same language.
 - B. share the same culture.
 - C. share the same knowledge..
 - D. have something to share.

4. Peer interaction is important in language learning because
 - A. students do a lot of repetitions.
 - B. students use casual language.
 - C. students learn a lot from their peers.
 - D. students share the same linguistic background.

5. Creating optimum interaction needs
 - A. Imaginative planning.
 - B. A lot of students' input.
 - C. A lot of media.
 - D. A lot of teacher talk.

6. Rigid formal teaching can result in
 - A. purposeful learning.
 - B. cooperative learning.
 - C. chaotic classroom.
 - D. minimum students' participation.

7. To cultivate effective listening, teachers should teach students to rely on
- A. the syntax.
 - B. the vocabulary.
 - C. the semantic cues.
 - D. the speaker's pronunciation.
8. Tolerating silence in the classroom is meant to
- A. encourage students to initiate turns.
 - B. give teachers time to plan the interaction.
 - C. give students time to relax.
 - D. give teachers time to think.
9. Real interaction in a foreign language classroom requires teachers who
- A. Tolerate errors;
 - B. Speak a lot.
 - C. Have a good pronunciation
 - D. Understand mistakes.
10. To promote interaction, individuals must
- A. Speak a lot.
 - B. Appreciate the uniqueness of other individuals.
 - C. Encourage two-way communication.
 - D. Direct other individuals.

BAB V: KEGIATAN BELAJAR 4

COMPUTER-ASSISTED LANGUAGE LEARNING

A. Kompetensi dan Indikator

1. Kompetensi

- a. Mampu memahami 3 macam kegiatan pembelajaran bahasa, khususnya bahasa Inggris, yang menggunakan bantuan komputer (*Computer-assisted language learning/CALL*) berdasarkan fase perkembangannya, yaitu *behavioristic CALL*, *Communicative CALL*, dan *Integrative CALL*.
- b. Mampu merancang dan mempraktekkan suatu kegiatan pembelajaran bahasa Inggris dengan menggunakan bantuan komputer (CALL).

2. Indikator

- a. Menyebutkan 3 macam kegiatan pembelajaran bahasa, khususnya bahasa Inggris, yang menggunakan bantuan komputer (*Computer-assisted language learning/CALL*) berdasarkan fase perkembangannya.
- b. Menerangkan pendekatan pengajaran bahasa yang melandasi 3 macam kegiatan pembelajaran bahasa dengan bantuan komputer (CALL) tersebut.
- c. Menyebutkan kelebihan CALL dibandingkan pembelajaran tradisional.
- d. Menyebutkan 2 perbedaan antara pembelajaran tradisional dan CALL.
- e. Menerangkan *ciri-ciri behavioristic CALL*.
- f. Menerangkan *ciri-ciri communicative CALL*.
- g. Menerangkan *ciri-ciri integrative CALL*.

- h. Membuat rancangan pembelajaran bahasa Inggris dengan CALL
- i. Mempraktekkan pengajaran bahasa Inggris dengan CALL

B. Uraian Materi

Computer-Assisted Language Learning (CALL)

Computers have been widely used in the teaching of language to supplement the traditional teaching. Traditional classroom teaching was simply the teacher talking and the students listening (Jonasses, et al., in Yim San, 2007). Teaching of language in which computer is used as tutor, stimulus, or tool is called Computer-assisted Language Learning (CALL).

The distinctions between the face-to-face language classroom and CALL are in their emphases, i.e.:

- in face-to-face language classroom everyone learns at the same speed, while in CALL each student learns at self-paced.
- in face-to-face language classroom students learn at a set time and place, while in CALL students learn at any time and any place.

With the development of the internet, CALL has played more important role in language education, especially because studies have shown that it gives the opportunity for more autonomous learning compared to the traditional language classroom teaching. Besides, it is expected that CALL will make learning more interesting and accommodate learners with different needs and abilities.

The following description of CALL is summarized from “Computer Assisted Language Learning: an Introduction” by Mark Warschauer (<http://www.ict4lt.org/en/warschauer.htm>).

Three Phases of CALL

CALL has developed over the last 30 years and can be categorized in 3 distinct phases, i.e.:

- a. Behavioristic CALL, developed in the 1950s and implemented in the 1960s and '70s, based on the behaviorist theories of learning. The programs entailed repetitive language drills and is referred to as “drill and practice”. In this case, the computer serves as a vehicle for delivering instructional materials to the student. One of the most sophisticated CALL tutoring system was the PLATO system, which included vocabulary drills, brief grammar explanation and drills, and translation tests at various levels.
- b. Communicative CALL, developed in the 1980s, based on the communicative approach to teaching. Some premises for communicative CALL according to Underwood (cited in Warschauer, 2008) are as follows:
 - focuses more on using forms rather than on the forms themselves;
 - teaches grammar implicitly rather than explicitly;
 - allows and encourages students to generate original utterances rather than just manipulate prefabricated language;
 - does not judge and evaluate nor reward the students with congratulatory messages, lights, or bells;
 - avoid telling students they are wrong and is flexible to a variety of student responses;
 - uses the target language exclusively
 - will never try to do anything that a book can do just as well

Computer programs under communicative CALL included (1) computer as tutor, in which the purpose is for the students to find the right answers (with a fair amount of student choice, control and interaction), such as courseware for paced reading, text

reconstruction, and language game (2) computer as stimulus, in which the purpose is to stimulate students' discussion, writing, or critical thinking. Examples include programs which may not specifically designed for language learning, such as *Slim City-Sleuth*, or *Where in the World is San Diego?*; (3) computer as tool or computer as workhorse, intended to empower the learner to use or understand language (the programs do not necessarily provide any language material at all), such as word processors, spelling and grammar checkers, desk-top publishing programs, and concordancers.

- c. Integrative CALL, based on an integrative way of teaching using task-or-project-based approach. It was intended to integrate the various aspects of the language learning process. This integrative CALL makes use of multimedia computers and the internet.

Multimedia technology with CD-ROM allows a variety of media (text, graphics, sound, animation, and video) to be accessed on a single machine, and it also entails hypermedia. An example of the hypermedia used for language learning is the program *Dustin* developed by the Institute for Learning Sciences at Northwestern University, i.e. a simulation of a student arriving at a US airport. However, multimedia software has not given major impact in language learning as it is costly and most software provided commercially might not base on sound pedagogical principles. Besides, today's computer programs are not intelligent enough to be truly interactive.

Fortunately, electronic communication and the internet can help provide more integrative CALL, which involves integration of skills

and integration of meaningful and authentic communication with all aspects of language learning curriculum.

The internet can help teachers provide a wide range of integrative CALL. For example, students can use the World Wide Web (WWW) to search for millions of files from around the world to get authentic materials (e.g. newspaper and magazine articles, radio broadcasts, short videos, movie reviews, book excerpts) to meet their need and interests. An example of the use of the internet to integrate authentic and creative communication into all aspects of the course is given below as cited directly from “Computer Assisted Language Learning: an Introduction” by Mark Warschauer (<http://www.ict4lt.org/en/warschauer.htm>).

Students of English for Science and Technology in La Paz Mexico don't just study general examples and write homework for the teacher; instead they use the Internet to actually become scientific writers. First, the students search the World Wide Web to find articles in their exact area of specialty and then carefully read and study those specific articles. They then write their own drafts online; the teacher critiques the drafts online and create electronic links to his own comments and to pages of appropriate linguistic and technical explanation, so that students can find additional background help at the click of a mouse. Next, using this assistance, the students prepare and publish their own articles on the World Wide Web, together with reply forms to solicit opinions from readers. They advertise their Web articles on appropriate Internet sites (e.g. scientific newsgroups) so that interested scientists around the world will know about their articles and will be able to read and comment on them. When they receive their comments (by email) they can take those into account in editing their articles for republication on the Web or for submission to scientific journals.

What PLPG Teachers can Do with the Computers and the Internet

Since commercially prepared multimedia materials for teaching English are limited and could be costly, teachers can use computers (which are available in most schools and students' homes) and the internet to complement their traditional teaching.

With the computers, for instance, the teacher can ask the students to write on the computers (sentences, paragraphs, or essays, depending on their levels), and ask the students to use the spelling check and grammar check as well as thesaurus facilities. They are asked to print out their original writing before checking (no spell check or grammar check facilities activated) and after checking. The teacher then check and give necessary inputs to the final results for students to revise if necessary. To integrate this writing task with speaking skill, students may then be asked to report their problems/ difficulties of writing in English and their experience of using the spelling/ grammar check and thesaurus facilities to the class.

With the internet, students may be asked to search for articles on a given topic, and then they are asked to read carefully, summarize in their own words, and/ or give oral presentation. With the internet, the teacher can also create cyber classes (for example by using www.nicenet.org) in which he/she can monitor students' work individually, check attendance/participation from long distance, and have communication (messages) individually or classically from long distance. This is especially good in cases when the teacher is away and still need to monitor students' works.

C. Latihan

1. Rancanglah suatu kegiatan pembelajaran bahasa Inggris dengan menggunakan komputer, yang melibatkan paling tidak dua macam keterampilan bahasa (misal, reading dan writing, atau writing dan speaking). Presentasikan rancangan pengajaran Anda di depan kelas.
2. Rancanglah suatu kegiatan pembelajaran bahasa Inggris dengan melibatkan penggunaan internet. Presentasikan rancangan pembelajaran Anda di depan kelas.

D. Lembar Kegiatan

1. Sebutkan 3 macam kegiatan pembelajaran bahasa, khususnya bahasa Inggris, yang menggunakan bantuan komputer (*Computer-assisted language learning/CALL*) berdasarkan fase perkembangannya.
2. Jelaskan pendekatan pengajaran bahasa yang melandasi 3 macam kegiatan pembelajaran bahasa dengan bantuan komputer (CALL) tersebut.
3. Sebutkan kelebihan CALL dibandingkan pembelajaran tradisional.
4. Sebutkan 2 perbedaan antara pembelajaran tradisional dan CALL.
5. Terangkan *ciri-ciri behavioristic CALL*.
6. Terangkan *ciri-ciri communicative CALL*.
7. Terangkan *ciri-ciri integrative CALL*.

E. Rangkuman

Computer-assisted Language Learning (CALL) adalah pembelajaran bahasa yang melibatkan penggunaan komputer (dan internet) sebagai tutor, stimulus, maupun alat. CALL memiliki kelebihan dibanding pengajaran yang tradisional dalam hal otonomi belajar dan kemenarikan kegiatan pembelajaran. Berdasarkan perkembangannya, ada 3 macam CALL, yaitu *behavioristic CALL*, *communicative CALL*, dan *Integrative CALL*, sesuai dengan pendekatan pengajaran yang melandasinya pada saat dikembangkan. Masing-masing jenis CALL tersebut memiliki cirinya sesuai ciri pendekatan pengajaran yang melandasinya. Kegiatan *integrative CALL* dapat dimungkinkan saat ini, terutama dengan adanya teknologi internet.

F. Tes Formatif

- I. *Choose the most appropriate answer by crossing the letter A,B,C, or D on your answer sheet:*
 1. Computer-assisted Language Learning (CALL) is a kind of language learning which involves the use of computers as
 - a. tutor
 - b. stimulus
 - c. tool
 - d. any of the above
 2. Behavioristic CALL is characterized by:
 - a. drills
 - b. practice
 - c. drills and practice
 - d. focus on using language
 3. Some characteristics of the communicative CALL are the following, except:
 - a. reward students with congratulatory messages lights, or bells
 - b. focuses more on use of language rather than on form of language
 - c. teaches grammar implicitly
 - d. allows students to generate original utterances

4. Integrative CALL is characterized with:
 - a. integration of different language skills
 - b. integration of different methods of learning
 - c. integration of meaningful and authentic communication with all aspects of language learning curriculum
 - d. a and b
5. CALL is superior over traditional classroom teaching for the following reasons, except:
 - a. it is easier and less costly
 - b. it is more interesting to the students
 - c. it allows more autonomous learning
 - d. it can meet the students' different needs
6. The following statement is true about the traditional face-to-face classroom or the virtual classroom teaching (CALL):
 - a. in face-to-face classroom teaching each student learns at self pace
 - b. in face-to-face classroom teaching everyone learns at different speed
 - c. in face-to-face classroom everyone learns at a set time and place
 - d. in virtual classroom everyone learns at the same speed
7. Using the word processors, spelling and grammar checkers is an example of using computer as
 - a. tutor
 - b. tool
 - c. stimulus
 - d. all the above
8. Programs intended to stimulate students' discussion such as *Where in the World is San Diego?* is an example of using computer as:
 - a. tutor
 - b. tool
 - c. stimulus
 - d. all the above
9. Programs requiring students to find the right answer in which the computer is the knower of the right answer is an example of using computer as:
 - a. tutor
 - b. tool
 - c. stimulus
 - d. all the above

10. Using the target language exclusively is a characteristic of
- a. Behavioristic CALL
 - b. Communicative CALL
 - c. Integrative CALL
 - d. All the above

II. *Give brief explanation to each of the following questions/ instructions*

1. What do you know about the behavioristic approach to language teaching? Explain!
2. Explain the communicative approach to language teaching.

KUNCI JAWABAN TES FORMATIF

(Cooperative Learning (Kegiatan Belajar 1)

I.

1. b → usually a team in cooperative learning is heterogeneous
2. b → a team member's grade may be affected by the group members' grade, but each member has their own individual grade
3. a → should 'increase' student retention
4. d → all, plus positive resource interdependence and positive identity interdependence
5. c → no explicit teaching of collaborative skills in Slavin's
6. d → experts usually agree on a, b, c, but not all suggest structured mutual interdependence
7. d → should be a, b, c, plus individual accountability
8. c → three steps: 1) think 2) pair 3) share
9. b (clear) → see list of collaborative skills
10. c (clear) → see list of collaborative skills

II.

1. Similarities →
 - individual accountability
 - task
 - face-to-face interaction
2. Differences →
 - explicit teaching of collaborative skills (Davidson, but not Slavin and Davidson)

- heterogeneous grouping (Slavin and Davidson, but not Kagan)
- structured interdependence (Davidson and Kagan, but not Slavin)

The teaching learning cycle (Kegiatan Belajar 2)

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

Interactive Language Teaching (Kegiatan Belajar 3)

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

CALL (Kegiatan Belajar 4).

I.

1. d → computer can serve as tutor, stimulus, or tool
2. c → focus on using language is a characteristic of communicative CALL
3. a → reward is a characteristic of behavioristic CALL
4. d → (clear)
5. a → CALL could be costly
6. c → (clear)
7. b → computer empowers the learner to use or understand language
8. c → computer stimulates students' discussion, writing, or critical thinking
9. a → computer 'knows' what is right or wrong
10. b → Communicative CALL encourages the use of target language

II.

1. Behavioristic approach to language teaching:

- mechanistic (drills and practice)
- memorization of utterances
- reward and punishment

2. Communicative approach to language teaching:

- emphasis on language use rather than form
- meaningful context (real-life communication)
- generation of original utterances

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BAB I PENDAHULUAN

1. Deskripsi

Language assessment merupakan salah satu bagian penting dalam pendidikan dan pengajaran bahasa Inggris. Tercapai tidaknya tujuan pengajaran bahasa Inggris hanya dapat dilihat dari hasil assessment. English Language Assessment ini akan memaparkan perbedaan antara Assessment, Penilaian dan Evaluasi. Penilaian kelas yang dihubungkan dengan kurikulum KTSP juga dicakup dalam bahan ajar ini. Untuk melihat apakah tes yang dibuat guru dapat diandalkan, cara-cara menghitung tingkat reliabilitas tes perlu dikuasai guru.

Berbagai metode, tehnik assessment bahasa Inggris telah berkembang pesat dalam decade ini. Tes yang mengutuh satu dan bervariasi selayaknya diberikan kepada siswa. Untuk itu guru perlu menguasai berbagai variasi tes Listening, Speaking, Reading dan Writing yang mencakup komponen system bunyi, kosakata, tatabahasa dan budaya bahasa Inggris. Di buku ajar ini para guru di segarkan kembali ingatan mereka (refreshment) dan dikuatkan (reinforcement mengenai hal-halm yang sangat penting ini.

Bahan ajar ini digunakan tidak hanya untuk dibaca tetapi juga untuk bahan diskusi, membuat mater, dan alat evaluasi diri para guru. Mereka diharapkan dapat melakukan self assessment (evaluasi diri) terhadap tes yang dibuatnya.

2. Prasyarat

Untuk dapat memahami buku ajar ini dengan baik tentu saja peserta harus telah mempunyai ketrampilan berbahasa (listening, speaking, reading dan writing) dengan layak dan menguasai komponen (system bunyi, kosakata, tatabahasa dan budaya) bahasa Inggris. Peerta juga harus mempunyai pemahaman terhadap berbagai Taxonomi, khususnya taxonomi Bloom yang telah direvisi.

3. Petunjuk Belajar

Untuk lebih meningkatkan pengetahuan mengenai English Language Assessment ini anda diminta untuk :

- (1) membaca dengan cermat bagian pendahuluan agar Anda dapat mencapai tujuan yang akan dicapai.
- (2) Pelajari dengan rinci definisi yang ada dan diskusikan dengan sesama peserta pelatihan
- (3) Jawablah semua pertanyaan yang diberikandalam buku ajar dan diskusikan dengan teman-teman Anda
- (4) Membuat ringkasan (summary) singkat mengenai bahan yang akan dipresentasikan dan didiskusikan
- (5) Membuat contoh tes yang biasa mereka berikan kepada siswa
- (6) Membuat evaluasi tes yang dibuat teman sejawat mereka
- (7) Menghitung tingkat reliabilitas hasil tes

4. Kompetensi dan Indikator

Kompetensi umum yang diharapkan setelah Anda mempelajari buku ajar ini adalah Anda mempunyai wawasan luas mengenai Penilaian Pembelajaran Bahasa Inggris, mengaplikasikan teori-teori dalam kelas yang nyata, dan mengevaluasi tes-tes yang ada baik tes formatif maupun UAN Bahasa Inggris.

Setelah Anda mempelajari buku ajar ini Anda dapat :

- (1) menghitung reliabilitas tes
- (2) membuat tes listening yang bervariasi
- (3) membuat tes speaking yang komunikatif
- (4) membuat tes reading yang komprehensif
- (5) membuat tes writing sesuai dengan genre
- (6) menganalisis tes yang ada
- (7) mengevaluasi soal-soal tes bahasa Inggris
- (8) menjadi penilai yang objektif

BAB II KEGIATAN BELAJAR 1

A. Kompetensi dan Indikator

1. Kompetensi

Setelah membaca bahan ajar dalam kegiatan belajar I Anda diharapkan dapat :

- b. memahami konsep-konsep penilaian, evaluasi, assessment dan penilaian kelas .
- c. memahami konsep reliabilitas dan English language Assessment

2. Indikator

Anda dianggap berhasil dalam mempelajari kegiatan belajar 1 ini jika Anda dapat:

- a. menerangkan konsep Evaluasi, Assessment dan Measurement
- b. menerangkan konsep Authenticity, Intergrated, dalam Assesment
- c. menerangkan konsep Actional Competence
- d. menerangkan Linguistic Competence
- e. menjelaskan konsep Socio-cultural Competenc
- f. Mengelaborasi konsep strategic Competence
- g. Memberi contoh-contoh Prinsip Penilaian
- h. menjelaskan konsep reliability dan validity
- i. menghitung tingkat reliabilitas tes

B. Uraian Materi

1. PENILAIAN (ASESMEN) PELAJARAN BAHASA INGGRIS

a. PENGERTIAN

Banyak orang mencampuradukkan pengertian Evaluasi, Penilaian (*assessment*), Pengukuran (*measurement*), dan Tes. Evaluasi merupakan suatu kegiatan identifikasi untuk melihat apakah suatu program yang telah direncanakan telah tercapai atau belum, berharga atau tidak, dan bagaimana tingkat efisiensi pelaksanaannya. Evaluasi berhubungan dengan keputusan nilai (*value judgement*). Penilaian merupakan penerapan berbagai cara dan penggunaan beragam alat penilaian untuk memperoleh informasi sejauh mana ketercapaian hasil belajar atau kompetensi siswa (Pusat Kurikulum, pedoman penilaian kelas, 2003). Jadi penilaian menjawab pertanyaan sebaik apa hasil atau prestasi belajar seseorang. Hasil penilaian dapat berupa nilai kualitatif (pernyataan dengan kata-kata) maupun kuantitatif (berupa angka). Pengukuran merupakan proses pemberian angka atau usaha memperoleh deskripsi numerik sejauh mana siswa telah mencapai suatu tingkatan. Pengukuran berhubungan dengan penentuan nilai kuantitatif. Tes merupakan alat penilaian yang dirancang dan dilaksanakan pada waktu dan tempat tertentu dengan syarat-syarat tertentu.

Penilaian kelas merupakan penilaian yang dilakukan guru, baik yang mencakup aktivitas penilaian untuk mendapatkan nilai kualitatif maupun kuantitatif. Penilaian kelas dilakukan terutama untuk memperoleh informasi tentang hasil belajar siswa yang dapat digunakan sebagai diagnosis dan masukan dalam membimbing siswa serta menetapkan tindak lanjut yang perlu dilakukan guru dalam rangka meningkatkan pencapaian kompetensi siswa. Penilaian dilakukan tidak hanya untuk

mengungkap hasil belajar ranah kognitif tetapi juga mengungkap hasil belajar ranah afektif dan psikomotor.

Penilaian kelas mengacu kepada kriteria atau patokan, artinya interpretasi hasil penilaian bergantung pada sejauh mana siswa mencapai atau menguasai kriteria atau patokan yang telah ditentukan. Kriteria atau patokan itu dirumuskan dalam kompetensi pada kurikulum berbasis kompetensi (2004). Dengan demikian orientasi penilaian berubah dari berorientasi diskriminasi siswa - yang membandingkan siswa dengan siswa lain, menentukan ranking prestasi siswa dalam satu kelas atau mengelompokkan siswa dalam satu kelas berdasarkan prestasi belajar - kepada yang berorientasi diferensiasi siswa - menentukan apakah atau sejauh mana siswa sudah menguasai kompetensi yang telah ditetapkan dalam kurikulum, dan memberikan remedial atau pengayaan bagi siswa tertentu berdasarkan hasil penilaian diagnostik.

Penilaian kelas harus bersifat otentik, artinya penilaian terintegrasi dalam proses pembelajaran dengan menggunakan berbagai metoda dan teknik yang sesuai dengan tujuan dan proses serta pengalaman belajar siswa agar tujuan dan fungsi penilaian lebih efektif bagi perbaikan belajar siswa.

Penilaian kelas dapat dilakukan dengan berbagai cara yaitu: tertulis, lisan, produk, portofolio, unjuk kerja, dan tingkah laku.

Agar diperoleh hasil yang obyektif guru harus berupaya untuk:

1. Memanfaatkan berbagai bukti hasil kerja siswa dari sejumlah penilaian yang dilakukan dengan berbagai cara dan alat penilaian.
2. Membuat keputusan yang adil tentang penguasaan kompetensi siswa dengan mempertimbangkan hasil kerja yang dikumpulkan.

Guru menetapkan tingkat pencapaian siswa berdasarkan hasil belajarnya pada kurun waktu tertentu. Pada akhir satuan waktu (semester atau tahun) guru perlu membuat keputusan akhir tentang kemampuan yang telah dikuasai siswa dilihat dari indikator pencapaian yang telah ditetapkan secara nasional dalam kurikulum.

Penilaian kelas dilakukan secara berkesinambungan. Hal ini berarti suatu aktivitas penilaian dapat dilakukan setelah siswa mempelajari suatu kompetensi. Pelaporan dilakukan dengan menggunakan informasi yang telah diperoleh melalui penilaian untuk masing-masing kompetensi.

b. KOMPETENSI BAHASA INGGRIS SMA

Kompetensi yang diinginkan pada kurikulum Bahasa Inggris SMA adalah Kompetensi Wacana (*Discourse Competence*), yaitu kemampuan menyusun atau menghasilkan teks lisan maupun tertulis berdasarkan konteks budaya dan situasi yang melingkupinya. Ketika seseorang bercakap-cakap atau berpidato, orang tersebut menciptakan teks yang maknanya dapat difahami oleh pihak lain sesuai konteks budaya dan situasi yang melingkupi percakapan atau pidato tersebut. Wacana adalah peristiwa komunikasi yang dipengaruhi oleh topik yang dikomunikasikan, hubungan interpersonal antara pengguna bahasa, dan jalur komunikasi (lisan atau tertulis) yang digunakan dalam satu konteks budaya. Ketiga faktor ini menentukan pemilihan berbahasa, seperti apakah seseorang memilih berbahasa formal/informal, akrab/tidak akrab. Dengan demikian siswa mampu berkomunikasi sesuai konteks yang dihadapinya (Halliday, 1978).

Kompetensi wacana hanya dapat diperoleh jika siswa memperoleh kompetensi pendukungnya, yaitu:

- Kompetensi Tindak Bahasa (*Actional Competence*), tindak tutur untuk bahasa lisan atau retorika untuk bahasa tulis. Ketika orang berkomunikasi lisan orang tersebut melakukan berbagai tindak tutur, dan ketika berkomunikasi secara tertulis orang itu melakukan langkah-langkah retorika. Kompetensi tindak bahasa meliputi keterampilan mendengarkan, berbicara, membaca, dan menulis.
- Kompetensi linguistik (*Linguistic Competence*), berkaitan dengan pengetahuan tentang bunyi, kata, kalimat, dan sebagainya.
- Kompetensi Sosiokultural (*Sociocultural Competence*), berkaitan dengan pemilihan berbahasa yang dipengaruhi oleh pengetahuan sosial budaya si pembicara, hubungan interpersonal antara pengguna bahasa dalam satu konteks Budaya, apakah berbahasa formal/informal, akrab/tidak akrab, dsb.
- Kompetensi Strategis (*Strategic Competence*), yaitu kompetensi yang diperlukan untuk mengkompensasi atau mengatasi masalah-masalah yang timbul ketika belajar bahasa atau dalam proses komunikasi seperti: mengulang, *rephrase* (mengatakan dengan cara lain), menjelaskan, *paraphrasing*. dan
- Kompetensi Pembentuk Wacana, yaitu kompetensi yang diperlukan untuk menciptakan sejenis teks, lisan atau tertulis, seperti pemilihan, pengurutan dan penataan kata, struktur, dan kalimat/ucapan (penggunaan struktur wacana, kohesi, deiksis, koherensi).

Jadi pada kurikulum Bahasa Inggris kompetensi dasar mencakup kompetensi "Tindak Bahasa, kompetensi Linguistik, kompetensi Sosiokultural, kompetensi Strategis, dan kompetensi Pembentuk Wacana. Dengan demikian

pembelajaran harus diarahkan untuk mencapai kompetensi tersebut.

Sebagai contoh untuk keterampilan berbicara pembelajaran diarahkan untuk mengembangkan kompetensi siswa melakukan tindak tutur seperti: membuka percakapan, mempertahankannya, menutup percakapan, meminta tolong, menyapa, mengungkapkan kegembiraan, meminta maaf, mengundang dan sebagainya dalam konteks tertentu. Untuk keterampilan menulis pembelajaran diarahkan untuk mengembangkan kemampuan siswa melakukan langkah-langkah komunikasi (retorika), seperti: mengelaborasi, menambah, mempertajam gagasan, menyimpulkan. Dengan pembelajaran berfokus pada pengembangan kompetensi berbahasa, penilaian pembelajaran bahasa Inggris juga harus terfokus pada penilaian kompetensi: Tindak Bahasa, Linguistik, Sosiokultural, Strategis, dan Pembentuk wacana.

Di samping kompetensi-kompetensi yang telah disebutkan, pada kurikulum tercantum aspek sikap. Sikap merupakan bentuk reaksi positif siswa terhadap bahasa Inggris yang perlu ditanamkan sejak dini sehingga pelajaran bahasa Inggris terasa menyenangkan bagi mereka. Aspek sikap ini dirumuskan sebagai hasil belajar yang dapat diamati berdasarkan apa yang dilakukan siswa selama menjalani proses pembelajaran bahasa Inggris.

c. PENILAIAN PEMBELAJARAN BAHASA INGGRIS

Dalam pembelajaran bahasa Inggris penilaian kelas adalah penilaian yang dilakukan guru terhadap siswanya untuk membantu mereka belajar bahasa, membantu mereka meningkatkan pembelajaran melalui penilaian diagnostik, atau tes hasil belajar (Brown, 1992)

Dalam pembelajaran bahasa Inggris kita tidak hanya perlu menilai pengetahuan siswa tentang sintaksis dan kosakata serta kemampuan mereka menggunakan bahasa Inggris sebagai alat komunikasi, tetapi lebih dari itu yaitu bagaimana siswa menciptakan dan menginterpretasikan makna, tidak hanya berkaitan dengan keterampilan berbahasa mereka tetapi juga mengenai pengetahuan dan pengalaman mereka. Kita juga perlu menilai kemampuan siswa dalam menganalisis teks dan konteks.

Penilaian dilakukan tidak perlu menunggu sampai pertengahan atau akhir semester, tetapi selama proses pembelajaran berlangsung guru sudah mulai memonitor perkembangan siswa secara terus menerus dengan menggunakan format pengamatan. Sepanjang proses ini guru dapat mengamati pengetahuan siswa, cara mereka menyelesaikan tugas, sampai pada hasil akhir. Dengan pengamatan yang terus menerus guru segera dapat mengetahui mana siswa yang cepat dan yang lambat serta perlu mendapat perlakuan khusus. Hasil pengamatan yang terus menerus ini dapat disampaikan kepada siswa sehingga mereka mengetahui akan kekuatan dan kelemahannya dan selanjutnya dapat digunakan untuk memperbaiki kinerjanya.

d. PENILAIAN BERBASIS KELAS

Penilaian Berbasis Kelas (PBK) merupakan salah satu komponen dalam KBK. PBK merupakan kegiatan informasi tentang proses dan hasil belajar peserta didik untuk mengetahui tingkat penguasaan kompetensi yang ditetapkan. Penilaian dilakukan oleh guru yang bersangkutan dan memberi kewenangan pada sekolah untuk menentukan kriteria keberhasilan, cara, dan jenis penilaian. Penilaian ini

dilaksanakan secara terpadu dengan kegiatan belajar mengajar dilakukan secara terus menerus dan berkala. PBK dapat dilakukan dengan melihat hasil belajar siswa berupa pengumpulan kerja siswa (portofolio), hasil karya (produk), penugasan (proyek), kinerja (*performance*), dan tes tertulis (*paper and pen*) dengan memperhatikan tiga ranah, yaitu kognitif, afektif, dan psikomotor.

Portfolio (portofolio) adalah suatu metode pengukuran dengan melibatkan peserta didik untuk menilai kemajuannya dalam mata pelajaran. Dalam pelaksanaannya penilaian portofolio:

1. benar-benar karya peserta didik yang dikumpulkan,
2. menentukan contoh pekerjaan siswa yang harus dikumpulkan,
3. mengumpulkan dan menyimpan sampel karya,
4. guru bersama peserta didik, menentukan kriteria untuk menilai portofolio,
5. meminta peserta didik yang bersangkutan untuk menilai hasil portofolionya,
6. merencanakan pertemuan dengan siswa yang akan dinilai, dan
7. dapat melibatkan orang tua (wali) dalam penilaian portofolio.

Prinsip-prinsip dalam PBK adalah sebagai berikut:

1. Berorientasi pada kompetensi.
2. Mengacu pada patokan.
3. Ketuntasan belajar.
4. Menggunakan berbagai cara.
5. Valid, adil, terbuka, dan berkesinambungan.

e. COMPUTING SOME BASIC TEST STATISTICS

Relatively few teachers of English as a second language have received training in educational measurement, and undoubtedly to many, like the author, the recollections of high school and college courses in mathematics are still somewhat painful. Yet as we have tried to show in this book, there are certain basic statistical techniques that are highly useful to the language teacher who writes tests—even the informal tests of the classroom. Fortunately, anyone who has survived ninth-grade math can perform the simple computations that these techniques require. It is hoped therefore, that the reader—whatever his mathematical training—will continue undaunted through Chapter 12 and, moreover, will put these basic statistics to work for they will enable him to learn a good deal more about the language measure that he employs in classes.

The examples offered in this chapter are based on very small numbers of scores. In actual practice one would generally base his test statistics on larger samples. However, it seemed advisable to keep the numbers small both for purposes of clarity and as a strong suggestion that it is often worthwhile to analyze the results of even a single classroom testing.

(a) Arranging Scores in a Frequency Distribution

Large numbers of scores are easiest to work with if they are organized in a *frequency distribution* like that shown in Table 3. Once the scores have been so arranged, such typical test statistics as the mean, standard deviation, median, and percentile ranks can easily be calculated.

Steps

1. Look through all the scores to determine the highest and the lowest. Subtract the lowest from the highest to obtain the *range* of scores.
2. Decide on convenient score groups—the size of the intervals into which the scores will be grouped. It is generally advisable to have about a dozen groups; therefore, one may divide the range obtained in step 1 by 12 to obtain a convenient score-group size. Commonly chosen intervals are 3, 5, and 10 units in length, though other intervals are also employed.
3. On a sheet of lined paper set up the score groups with the highest at the top and the lowest at the bottom. Be sure that these intervals do not overlap; if, for example, you had groups such as 0-5, 5-10, you would not know where to put a score of 5.
4. Tally the number of scores falling in each group.
5. Total the number of tallies for each score group and enter in a column headed *frequency* (*f*).

Example

Suppose you had administered a 60-item test to a class of 40 students whose scores were then found to run from 57 down to 4. Subtracting 4 from 57 gives a range of 53. To determine a convenient score-group size, you would then divide 53 by 12, obtaining 4.4. A convenient interval size would be 5 units, with a top score group of 55-59. The remaining groups would be set up as shown in Table 3. For each of the 40 scores, you would then enter a tally beside the appropriate score group. When you had entered all the tallies, you would probably wish to total the tallies for each score group and express the total as the table numeral.

Table 1 Frequency Distribution of the Scores
for 40 Foreign Students on a Listening Comprehension Test

Score groups	Tallies	Frequency
55-59	/	1
50-54	//	2
45-49	//	2
40-44	///	3
35-39	////	4
30-34	//// /	6
25-29	//// ////	9
20-24	////	5
15-19	///	3
10-14	///	3
5-9	/	1
0-4	/	1
		N = 40

(b) Calculating by the mean of the short method

As pointed out in the previous chapter, the mean is the most frequently used measure of central tendency in test statistics. To calculate the mean of large number of scores, first arrange the scores in a frequency distribution and then proceed as follows.

Steps

1. Assume a mean at or near the center of the distribution, preferably on the score group containing the largest frequency. This assumed mean (AM) is expressed as the midpoint of the score group.
2. Count up from the score group containing the AM, calling the next higher score group + 1, the one above that + 2, etc ; similarly count down (-1, -2,-3, etc.) from your arbitrary starting point, entering these positive and negative interval steps in the x column. The score group containing the AM itself will be entered as zero
3. Multiply each deviation (x') by its frequency (f) to obtain fx' .
4. Find the sum of the plus and minus fx' , and divide this sum by the number of scores (N). This gives the correction (c) in terms of score groupings.
5. Multiply c by the interval length of the score group (i) to obtain c_i , the score correction.

6. Add c_i algebraically to the AM to get the actual mean (M). (Sometimes c_i will be positive and sometimes negatives, depending upon where the mean was assumed in step 1.)

Example

Table 4 shows the calculation of the mean of the 40 scores which we earlier arranged in a frequency distribution. (Ignore column 5 for now; it will be used in the calculation of the standard deviation.) In Table 4 the mean is assumed at score group 25-29 (midpoint: 27) because this score group is near the center of the distribution and contains the largest number of cases (9). Deviations above score group 25-29 are therefore positive and those below are negative.

Table 2 Calculation of the Mean
and Standard Deviation by the Short Method

(1)	(2)	(3)	(4)	(5)
Score groups	Frequency f	Deviation x'	Fx'	fx' ²
55-59	1	6	6	36
50-54	2	5	10	50
45-49	2	4	8	32
40-44	3	3	9	27
35-39	4	2	8	16
30-34	6	1	6	
25-29	9	0		6
20-24	5	-1	-5	5
15-19	3	-2	-6	12
10-14	3	-3	-9	27
5-9	1	-4	-4	16
0-4	1	-5	-5	25
	<i>N</i> = 40		-29	252
AM = 27.0		$c = \frac{\sum fx'}{N} = \frac{18}{40} = .45$		$c^2 = .2025$
$ci = \underline{2.25}$ M = 29.25		$i = 5$ $ci = .45 \times 5 = 2.25$		
$SD = \sqrt{\frac{\sum fx'^2}{N} - c^2}$		$= \sqrt{\frac{252}{40} - .2025} = 12.35$		

We find the algebraic sum of the plus and minus fx' ; in this case, $47 - 29 = 18$. Our result, 18, is then divided by 40, the number of scores, giving a correction in terms of score groups (c) of .45. This is then multiplied by 5, the length of each score-group interval (i), giving a score correction (ci) of 2.25. Because ci is positive, it is added to the AM (27.00), giving an actual mean (M) of 29.25.

(c) Calculating the Standard Deviation by the Short Method

As explained in the previous chapter, the standard deviation (*SD*) is a measure of variability calculated around the mean. Once we have calculated the mean from a frequency distribution, only a few additional steps are necessary to obtain the *SD*.

Steps

1. Calculate the mean by the method described above and shown in Table 4: that is, by assuming a mean and later applying the correction *ci* to give the actual mean.
2. Now add one further column (fx'^2 — column 5 in Table 4) by multiplying each *x'* by the corresponding fx' . Note that we get rid of negative values by multiplying 'negatives by negatives' (-1 X -5 = +5; -2 X -6 = +12, etc.).
3. Find the sum (Σ) of the fx'^2 column ($\Sigma fx'^2$) and divide it by the number of scores (*N*).
4. Subtract c^2 , the squared correction to the *AM* in terms of score groups, from the result of step 3.
5. Find the square root of the result of step 4.
6. Multiply the square root by the interval length of the score groups (*i*). The result is the standard deviation.

Example

In the earlier calculation of the mean of our 40 scores, the correction (*c*) was found to be .45. Thus c^2 is .2025. The *SD* is then calculated by dividing 252, the sum of the fx'^2 column, by 40, the number of cases (result: 6.30), subtracting .2025 (c^2) from this (result: 6.0975), obtaining the square root of the result (2.4693), and multiplying this figure by 5, the length of each score group (result: 12.35).

(d) Calculating the Median from a Frequency Distribution

Although, as noted in the last chapter, the mean is the most frequently reported measure of central tendency in test statistics, there are times when the median, the central point in the distribution, is more representative of "average" performance—for example, when the number of cases is small and there are large gaps in the distribution of scores. Like the mean, the median is usually calculated from a frequency distribution.

Steps

1. Find $N/2$, that is, one-half of the scores (N) in the distribution.
2. Working from the small end of the distribution, count off F , the scores necessary to reach the exact lower limit of the score group upon which the median lies (l).
3. Compute the number of additional scores necessary to reach $N/2$.
4. Divide the result of step 3 by the frequency (the number of scores) on the interval which contains the median (fm).
5. Multiply the result of step 4 by the size of the score groups (i).
6. Add the result of step 5 to l to get the median (Mdn).

Example

Using the data given in Table 2, we find that the distribution contains 40 cases or scores; therefore the median of the distribution will be that point which has 20 scores on either side of it. This point will be within the score group 25-29, the exact lower limit of which is 24.5.¹ Seven scores are needed to reach the median point from the score group directly beneath. Inasmuch as score group 25-29, contains 9 scores, we divide 7

by 9 (result: .7778) and multiply by 5, the size of each score group. The result of this step, 3.8890, is then added to 24.5, putting the median at 28.39.

¹The usual mathematical meaning of a score is an interval which extends from .5 below to .5 above the “face value” of the score. Thus the exact lower limit of 24 is 24.5 the exact upper limit would be 25.5.

$$Mdn = \left(\frac{N/2 - F}{fm} \right) i = 24.5 + \frac{20 - 13}{9} \times 5 = 28.39$$

Where l = exact lower limit of the score group upon which the median lies.

F = sum of all scores below 1

Fm = frequency (number of scores) within the score group containing the median.

i = size of each score group or interval

(e) Computing Percentile Ranks

As we observed in the previous chapter; percentile ranks are commonly used to show how each examinee's test performance is related to the performance of the rest of the group. When large numbers of scores are involved, we again begin by preparing a frequency distribution, adding a further column showing the cumulative frequency for each score group, as shown in Table 5. The percentile rank for each score group is then computed as follows.

Steps

For each score group:

1. Find one-half the frequency of that group.
2. Add the result of step 1 to the cumulative frequency of the score group just below the one in question.

3. Divide the result of step 2 by the total number of scores (N) taking the answer to the nearest hundredth.
4. Multiply the result of step 3 by 100.

Note: For simplicity's sake, percentile ranks higher than 99 and lower than 1 may be treated as 99 and 1, respectively.

Table 3 Calculation of Percentile Ranks for Test Scores

Score Groups	Frequency	Cumulative frequency	Percentile ranks
55-59	1	40	99
50-54	2	39	98
45-49	2	37	90
40-44	3	35	84
35-39	4	32	75
30-34	6	28	63
25-29	9	22	44
20-24	5	13	26
15-19	3	8	16
10-14	3	5	9
5-9	1	2	4
0-4	1	1	1

Example

Thus for score group 35-39 in Table 3. take one-half of 4, the frequency, and add the result (2) to 28 (the cumulative frequency of the score group just below), and divide the result (30) by 40, the total number of scores. The result is .75, which, multiplied by 100, gives 75.

(f) Calculating the Coefficient of Correlation from Rank Orders (Rank-Difference Method)

The coefficient of correlation is a statistic which expresses the degree of relationship between two sets of test scores or other variables. It is useful to teachers who wish to determine, for example, how their students' performance on one test (say, a vocabulary test) corresponds to their performance on another (perhaps a grammar test) or who wish to see how performance on an entrance test correlates with subsequent course grades. As we saw in Chapter 2, test validity is often estimated by such comparisons.

Probably the most frequently employed technique for determining the correlation between two sets of test scores is by means of the Pearson product-moment formula. It is likely however, that most teachers would find the computation of this statistic rather complicated. Fortunately, there is a much simpler method of calculating a correlation coefficient which is quite adequate when the numbers of scores are rather small (i.e., no more than about 30), as in the typical class of English as a second language. It is known as the rank-difference method and consists, as the name suggests, of determining the relationship between the way students are ranked on two tests.

Steps

1. Rank each student's performance on each of the two tests (1 = highest score. 2 = second highest score, etc.). In case of tied ranks, average the ranks (see the example below).
2. Find the difference (D) between each pair of ranks.
3. Square the differences (D²).
4. Find the sum (Σ) of the D² column.
5. The result of step 4 (ΣD^2), together with N, the number of

students. may now be put in the rank-difference formula to obtain the coefficient of correlation, ρ (*rho*):

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Example

In Table 4. 15 students have been ranked on two tests. Note that because both Gomez and Torres stood in second place on Test A. each was given a rank of 2.5. and the student next in rank. Bu. was given the rank of 4. Likewise, on Test B there was a three-way tie for second place: Diegas. Ho, and Montero. Therefore, each of these students (who occupied ranks 3. and 4) was given the median rank of 3. Gomez. the student next in line in Test B. received a rank of 5.

Next the difference between each pair of ranks was entered in the D column. Each difference was then squared (D^2 column): the sum of these squared differences ($\sum D^2$) was 165.50, the fraction of course resulting from the two-way tie on Test A.

Then 165.50 was multiplied by 6 (result: 993). The number of students, 15 was then multiplied by 15^2 minus 1 (224). giving 3.360. Finally, 993 was divided by 3.360, and the result (.2955) was subtracted from 1 to obtain the coefficient of correlation .7045:

Table4. Calculation of the Correlation between Two Sets of Test Scores by the Rank-difference Method

Student	Ranks on Test A	Ranks on Test B	Difference in ranks (D)	D ²
Bu	4.0	1.0	3.0	9.00
Chin	8.0	11.0	3.0	9.00
Diegas	5.0	3.0	2.0	4.00
Fan	12.0	9.0	3.0	9.00
Gomez	2.5	5.0	2.5	6.25
Ho	9.0	3.0	6.0	36.00
Kim	14.0	15.0	1.0	1.00
Lamas	1.0	6.0	5.0	25.00
Montero	6.0	3.0	3.0	9.00
Park	15.0	12.0	3.0	9.00
Ramirez	10.0	13.0	3.0	9.00
Sung	13.0	10.0	3.0	9.00
Torres	2.5	7.0	4.5	20.25
Vargas	7.0	8.0	1.0	1.00
Yu	11.0	14.0	3.0	9.00
				165.50

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)} = 1 - \frac{6 \times 165.50}{15 \times 224} = 1 - \frac{993}{3360} = .7045$$

(g) Estimating Test Reliability

We discussed reliability as one of the characteristics of a good test. Reliability, it will be remembered, refers to the consistency of the measure. A test is said to be reliable if its scores remain relatively stable from one administration to another. The techniques used by statisticians to estimate the reliability of a test are somewhat complicated, and most classroom teachers probably have neither the time nor the inclination- to learn or use these procedures. Yet even in informal classroom testing it is important to have some notion of

the reliability of one's measures, for no conscientious teacher would want to make crucial decisions about his j students on the basis of definitely unreliable examinations.

Table 5 provides a shortcut method of estimating the reliability of a test simply on the basis of the number of items, the mean, and the standard deviation.

Steps

1. On the basis of the mean score determine whether the test is easy (mean score between 70 percent and 90 percent correct) or difficult (mean between 50 percent and 70 percent correct). If it is an easy test, use Table 7A: if it is a difficult test, use Table 7B.

An Estimate of classroom test reability may be obtained with the following **Kuder-Richarson** formula:

$$Reliability = \frac{M(n-M)}{N_s D^2}$$

Table 5. Estimating the Approximate Reliability of a Test*

A. Easy Test (Average 70 to 90% Correct)

Number of items (n)	20	30	40	50	60	70	80	90	100
If SD is $.10n$	.21	.48	.62	.69	.75	.78	.81	.83	.85
If SD is $.15n$	.68	.80	.84	.88	.90	.91	.92	.93	.94
If SD is $.20n$	.84	.90	.92	.94	.95	.96	.96	.97	.97

B. Easy Test (Average 70 to 90% Correct)

Number of items (n)	20	30	40	50	60	70	80	90	100
If SD is $.10n$	.2	.21	.41	.53	.61	.66	.71	.74	.77
If SD is $.15n$	.49	.67	.75	.80	.84	.86	.88	.89	.90
If SD is $.20n$	.74	.83	.87	.90	.92	.93	.94	.94	.95

*Taken from Paul B. Diederich, *Short-cut Statistics for Teacher-made Tests*. Evaluation and Advisory Service Series, No. 5, 2d ed., Princeton, N.J.: Educational Testing Service, 1964, p. 31, By permission of Educational Testing Service.

2. Divide the standard deviation (*SD*) of the test by the number of items (*n*). If the *SD* is nearest to 10 percent of the items, use line 1; if 15 percent, line 2; and if 20 percent, line 3.
3. Choose the column that is nearest to the number of items in the test. The figure at the intersection of the appropriate row (from step 2) and column will be the approximate reliability of the test.

Example

Let us suppose that a 60-item-listening test has been administered to 200 examinees and has been found to have a mean score of 32.00 and a standard deviation of 9.25 points. Inasmuch as the mean represents only 53 percent correct, this is clearly a difficult test, and we shall use Table 5B. The *SD* (9.25) represents 15 percent of 60, the number of items (*n*) in the test: therefore, we shall use the

C. Rangkuman

Para pengajar harus dapat membedakan antara Evaluasi, Penilaian, Pengukuran dan Tes. Penilaian mengacu kepada standard Kriteria. Kompetensi bahasa Inggris yang harus dicapai adalah Discourse Competence. Kompetensi ini perlu didukung oleh Actional Competence, Linguistic Competence, Sociocultural Competence, Strategic Competence dan Discourse Formative Competence.

Penilaian berbasis kelas menilai siswa berdasarkan Produk dan

Proses dan oleh karenanya hasil belajar yang berupa portofolio, proyek, kinerja maupun tes lisan dan tertulis.

Dalam pembuatan tes guru perlu menganalisis apakah tes itu valid dan reliable. Cara menghitung keterandalan suatu tes dapat menggunakan komputasi statistic yang sederhana.

D. Latihan

1. Apa beda Evaluasi, Pengukuran, dan Penilaian ?

Beri Contoh konkritnya !

2. Kompetensi wacana perlu didukung oleh kompetensi lainnya. Sebutkan kompetensi yang dimaksud !

3. Menurut Anda Reliabelkah hasil tes berikut ini ?

48	56	46	52	39	66	52	43	37	52
46	34	48	43	60	46	48	39	56	48
43	46	37	41	48	43	46	41	60	30
39	52	54	46	52	48	54	37	34	41
41	54	28	32	64	56	43	46	62	43

BAB III KEGIATAN BELAJAR 2

A. Kompetensi dan indikator

1. Kompetensi

Setelah membaca bahan ajar dalam kegiatan belajar 2 Anda diharapkan dapat:

- a. memahami konsep-konsep dan teori dalam Listening Assessment
- b. memahami konsep-konsep dan teknik dalam Speaking Assessment

2. Indikator

Anda dikatakan berhasil dalam mempelajari Kegiatan Belajar 1 ini jika Anda dapat :

- a. Menerangkan konsep Listening Assessment
- b. Menerangkan tipe dasar Listening Performance
- c. Menjelaskan Micro Skills dan Macro Skills dalam Listening Tests
- d. Memberi contoh-contoh Listening Tests yang bervariasi
- e. Membuat Listening Tests berisi komponen sistem bunyi, kosakata, Tata bahasa dan budaya
- f. Menerangkan konsep Speaking Assessment
- g. Menerangkan tipe-tipe dasar Speaking Assessment
- h. Menjelaskan Micro Skills dan Macro Skills dalam Speaking Assessment
- i. Membuat contoh-contoh soal Speaking Assessment
- j. Membuat format penilaian Speaking Performance yang Relative objektif

B. Uraian Materi

1. PENILAIAN KOMPETENSI TINDAK BAHASA

(a) Assessing Listening

In earlier chapters, a number of foundational principles of language assessment were introduced. Concepts like practicality, reliability, validity, authenticity, wash back, direct and indirect testing, and formative and summative assessment are by now part of your vocabulary. You have become acquainted with some tools for evaluating a "good" test, examined procedures for designing a classroom test, and explored the complex process of creating different kinds of test items. You have begun to absorb the intricate psychometric, educational, and political issues that intertwine in the world of standardized and standards-based testing.

Now our focus will shift away from the standardized testing juggernaut to the level at which you will usually work: the day-to-day classroom assessment of listening, speaking, reading, and writing. Since this is the level at which you will most frequently have the opportunity to apply principles of assessment, the next four chapters of this book will provide guidelines and hands-on practice in testing within a curriculum of English as a second or foreign language.

But first, two important caveats. The fact that the four language skills are discussed in four separate chapters should in no way predispose you to think that those skills are or should be assessed in isolation. Every TESOL professor (see TBP, Chapter 15) will tell you that the integration of skills is of paramount importance in language learning. Likewise, assessment is more authentic and provides more wash back when skills are integrated. Nevertheless, the skills are treated independently here in order to identify principles, test types,

tasks, and issues associated with each one.

Second, you may have already scanned through this book to look for a chapter on assessing grammar and vocabulary, or something in the way of a focus on form in assessment. The treatment of form-focused assessment is not relegated to a separate chapter here for a very distinct reason: there is no such thing as a test of grammar or vocabulary that does not invoke one or more of the separate skills of listening, speaking, reading, or writing! It's not uncommon to find little "grammar test" and "vocabulary test" in textbooks, and these may be perfectly useful instruments. But responses on these quizzes are usually written, with multiple-choice selection or fill-in-the-blank items. In this book, we treat the various linguistic forms (Phonology, morphology, lexicon, grammar, and discourse) within the context of skill areas. That way, we don't perpetuate the myth that grammar and vocabulary and other linguistic forms can somehow be disassociated from a mode of performance.

(b) Observing the Performance of the Four Skills

Before focusing on listening itself, think about the two interaction concepts of **performance** and **observation**. All language users perform the acts of listening, speaking, reading, and writing. They of course rely on their underlying competence in order to accomplish these performances. When you propose to assess someone's ability in one or a combination of their four skills, you assess that person's competence, but you observe the person's *performance*. Sometimes the performance does not indicate true competence: a bad night's rest, illness, and emotional distraction, test anxiety, a memory block, or other student-related reliability factors could affect performance,

thereby providing an unreliable measure of actual competence.

So, one important principle for assessing a learner's competence is to consider the fallibility of the results of a single performance, such as that produced in a test. As with any attempt at measurement, it is your obligation as a teacher to triangulate your measurements: consider at least two (or more) performances and/or contexts before drawing a conclusion. That could take the form of one or more of the following designs:

- ✓ Several tests that are combined to form an assessment
- ✓ A single test with multiple tasks to account for learning styles and performance variables
- ✓ In-class and extra-class graded work
- ✓ Alternative forms assessment (e.g., journal, portfolio, conference, observation, self-assessment, and peer-assessment).

Multiple measure will always give you a more reliable and valid assessment than a single measure.

A second principle is one that we teachers often forget. We must rely as much as possible on observable performance in our assessment of students. Observable means being able to see or hear the performance of the learner (the senses of touch, taste, and smell don't apply very often to language testing!). What, then, is observable among the, for skills of listening, speaking, reading, and writing? Table 6.1 offers an answer.

Isn't it interesting that in case of the receptive skills, we can observe neither the process of performing nor a product? I can hear your argument already; "But I can see that she's listening because she's nodding her head and frowning and smiling and asking relevant questions." Well, you're not observing the listening performance; you're observing the result of the listening. You can no more observe listening (or reading)

than you can see «re wind blowing.

Table 6. Observable performance or the four skills

	Can the teacher directly observe ...	
	The process?	The product
Listening	No	No
Speaking	Yes	No
Reading	No	No
Writing	Yes	Yes

The process of the listening performance itself is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain. Or you may argue that the product of listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing. Again, the product of listening and reading is not the spoken or written responses. The product is within the structure of the brain, and until teachers carry with them little portable MRJ scanners to detect meaningful intake, it is impossible to observe the product. You observe only the result of the meaningful input in the form of spoken or written output, just as you observe the result of the wind by noticing trees waving back and forth.

The productive skills of speaking and writing allow us to hear and see the process as it is performed. Writing gives a permanent product in the form of a written piece. But unless you have recorded speech, there is no permanent observable product for speaking performance because all those words you just heard have vanished from your perception and (you hope) have been transformed into meaningful intake somewhere in your brain.

The receptive skills, then, are clearly the more enigmatic

of the two modes of performance. You cannot observe the actual act of listening or reading, nor can you see or hear an actual product! You can observe learners only while they are listening or reading. The upshot is that all assessment of listening and reading must be made on the basis of observing the test-taker's speaking or writing (or nonverbal response) and not on the listening or reading itself. So, all assessment of receptive performance must be made by inference!

How discouraging, right? Well, not necessarily. We have developed reasonably good assessment tasks to make the necessary jump, through the process of inference, from unobservable reception to a conclusion about comprehension competence. And all this is a good reminder of the importance not just of triangulation but of the potential fragility of the assessment of comprehension ability. The actual performance is made "behind the scenes," and those of us who propose to make reliable assessment of receptive performance need to be on our guard.

(c) The Importance of Listening

Listening has often played second fiddle to its counterpart, speaking. In the standardized testing industry, a number of separate oral production tests are available (Test of Spoken English, Oral Proficiency Inventory, and PhonePass®, to name several that are described in Chapter 7 of this book), but it is rare to find just a listening test. One reason for this emphasis is that listening is often implied as a component of speaking. How could you speak a language without also listening? In addition, the overtly observable nature of speaking renders it more empirically measurable than listening. But perhaps a deeper cause lies in universal biases toward speaking. A good

speaker is often (unwisely) valued more highly than a good listener. To determine if someone is a proficient user of a language, people customarily ask, "Do you speak Spanish? People rarely ask, "Do you *understand* and speak Spanish?"

Every teacher of language knows that one's oral production ability—other than monologues, speeches, reading aloud, and the like—is only as good as one's listening comprehension ability. But of even further impact is the likelihood that *input* in the aural-oral mode accounts for a large proportion of successful language acquisition. In a typical day, we do measurably more listening than speaking (with the exception of one or two of your friends who may be nonstop chatterboxes!). Whether in the workplace, educational, or home contexts, aural comprehension far outstrips oral production in quantifiable terms of time, number of words, effort, and attention.

We therefore need to pay close attention to listening as a mode of performance for assessment in the classroom. In this chapter, we will begin with basic principles and types of listening, then move to a survey of tasks that can be used to assess listening. (For a review of issues in teaching listening, you may want to read Chapter 16 of *TBP*)

(d) Basic Types Of Listening

As with all effective tests, designing appropriate assessment tasks in listening begins with the specification of objectives, or criteria. Those objectives may be classified in terms of several types of listening performance. Think about what you do when you listen. Literally in nanoseconds, the following processes flash through your brain:

1. You recognize speech sounds and hold a temporary "imprint"

of them in short-term memory.

2. You simultaneously determine the type of speech event (monologue, interpersonal dialogue, transactional dialogue) that is being processed and attend to its context (who the speaker is, location, purpose) and the content of the message.
3. You use (bottom-up) linguistic decoding skills and/or (top-down) background schemata to bring a plausible interpretation to the message, and assign a literal and intended meaning to the utterance.
4. In most cases (except for repetition tasks, which involve short-term memory only), you delete the exact linguistic form in which the message was originally received in favor of conceptually retaining important or relevant information in long-term memory.

Each of these stages represents a potential assessment objective:

- comprehending of surface structure elements such as phonemes, words, intonation, or a grammatical category
- understanding of pragmatic context
- determining meaning of auditory input
- developing the gist, a global or comprehensive understanding

From these stages we can derive four commonly identified types of listening performance, each of which comprises a category within which to consider assessment tasks and procedures.

1. **Intensive.** Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a

larger stretch of language.

2. **Responsive.** Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.
3. **Selective.** Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.
4. **Extensive.** Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

For full comprehension, test-takers may at the extensive level need to invoke interactive skills (perhaps note-taking, questioning, discussion): listening that includes all four of the above types as test-takers actively participate in discussions, debates, conversations, role plays, and pair and group work. Their listening performance must be intricately integrated with speaking (and perhaps other skills) in the authentic give-and-take of communicative interchange. (Assessment of interactive skills will be embedded in Chapter 7.)

(e) Micro- And Macroskills Of Listening

A useful way of synthesizing the above two lists is to consider a finite number of micro-and macroskills implied in the performance of listening comprehension. Richards' (1983) list of microskills has proven useful in the domain of specifying objectives for learning and may be even more useful in forcing test makers to care-fully identify specific assessment objectives. In the following box, the skills are sub-divided into what I prefer to think of as microskills (attending to the smaller bits and chunks of language, in more of a bottom-up process) and macroskills (focusing on the larger elements involved in a top-down approach to a listening task).The micro-and macroskills provide 17 different objectives to assess in listening.

Micro-and macroskills of listening (adapted from Richards, 1983) Micros kills

Microskill

1. Discriminate among the distinctive sounds of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Process speech at different rates of delivery.
7. Process speech containing pauses, errors, corrections, and other performance variables.
8. Recognize grammatical word classes nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms.
11. Recognize cohesive devices in spoken discourse.

Macroskills

12. Recognize the communicative functions of utterances, according to situations, participants, goals.
13. Infer situations, participants, goals using real-world knowledge.
14. From events, ideas, and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given, information, generalization, and exemplification.
15. Distinguish between literal and implied meanings.
16. Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.
17. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

Implied in the taxonomy above is a notion of what makes many aspects of listening difficult, or why listening is not simply a linear process of recording strings of language as they are transmitted into our brains. Developing a sense of which aspects of listening performance are predictably difficult will help you to challenge your students appropriately and to assign weights to

items. Consider the following list of what makes listening difficult (adapted from Richards, 1983; Ur, 1984; Minkel, 1991).

1. *Clustering*: attending to appropriate "chunks" of language-phrases, clauses, constituents
2. *Redundancy*: recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognition
3. *Reduced forms*: understanding the reduced forms that may not have been a part of an English learner's past learning experiences in classes where only formal "textbook" language has been presented
4. *Performance variables*: being able to "weed out" hesitations, false starts, pauses, and corrections in natural speech
5. *Colloquial language*: comprehending idioms, slang, reduced forms, shared cultural knowledge
6. *Rate of delivery*: keeping up with the speed of delivery, processing automatically as the speaker continues
7. *Stress, rhythm, and intonation*: correctly understanding prosodic elements of spoken language, which is almost always much more difficult than understanding the smaller phonological bits and pieces
8. *Interaction*: managing the interactive flow of language from listening to speaking to listening, etc.

(f) Designing Assessment Tasks: Intensive Listening

Once you have determined objectives, your next step is to design the tasks, including making decisions about how you will elicit performance and how you will expect the test-taker to respond. We will look at tasks that range from intensive listening

performance, such as minimal phonemic pair recognition, to extensive comprehension of language in communicative contexts. The focus in this section is on the microskills of intensive listening.

(g) Recognizing Phonological And Morphological Elements

A typical form of intensive listening at this level is the assessment of recognition of phonological and morphological elements of language. A classic test task gives a spoken stimulus and asks test-takers to identify the stimulus from two or more choices, as in the following two examples:

Phonemic pair, consonants

Test-takers hear: He's from California.

Test-takers read: (a) He's from California.
(b) She's from California.

Phonemic pair, vowels

Test-takers hear: Is he living?

Test-takers read: (a) Is he leaving?
(b) Is he living?

In both cases above, minimal phonemic distinctions are the target. If you are testing recognition of morphology, you can use the same format:

Morphological pair, -ed ending

Test-takers hear: I missed you very much.

Test-takers read: (a) I missed you very much.

(b) I miss you very much.

Hearing the past tense morpheme in this sentence challenges even advanced learners, especially if no context is provided. Stressed and unstressed words may also be tested with the same rubric. In the following example, the reduced form (contraction) of can not is tested:

Stress pattern in can't

Test-takers hear: My girlfriend can't go to the party.

Test-takers read: (a) My girlfriend can't go to the party.

(b) My girlfriend can go to the party.

Because they are decontextualized, these kinds of tasks leave something to be desired in their authenticity. But they are a step better than items that simply provide a one-word stimulus:

One-word stimulus

Test-takers hear: vine

Test-takers read: (a) vine

(b) wine

(h) Paraphrase Recognition

The next step up on the scale of listening comprehension microskills is words, phrases and sentences, which are frequently assessed by providing a stimulus sentence and asking the test-taker to choose the correct paraphrase from a number of choices.

Sentence paraphrase

Test-takers hear: Hello, my name's Keiko. I come from Japan.

Test-takers read: (a) Keiko is comfortable in Japan.
(b) Keiko wants to come to Japan.
(c) Keiko is Japanese.
(d) Keiko likes Japan.

In the above item, the idiomatic come from is the phrase being tested. To add a little context, a conversation can be the stimulus task to which test-takers must respond with the correct paraphrase:

Dialogue paraphrase

Test-takers hear: Man : Hi, Maria, my name's George.
Woman : Nice to meet you, George.
Are you American?
Man : No, I'm Canadian.

Test-takers read: (a) George lives in the United States.
(b) George is American.
(c) George comes from Canada.
(d) Maria is Canadian.

Here, the criterion is recognition of the adjective form used to indicate country of origin: Canadian, American, Brazilian, Italian, etc.

(i) Designing Assessment Tasks: Responsive Listening

A question-and-answer format can provide some interactivity in these lower-end listening tasks. The test-taker's response is the appropriate answer to a question.

Appropriate response to a question

Test-takers hear: How much time did you take to do your homework?

Test-takers read: (a) In about an hour.
 (b) About an hour.
 (c) About \$10.
 (d) Yes, I did.

The objective of this item is recognition of the *How much*-question and its appropriate response. Distractors are chosen to represent common learner errors: (a) responding to *how much* vs. *how much longer*; (c) confusing *how much* in reference to time vs. the more frequent reference to money; (d) confusing a *wh*-question with a *yes/no* question.

None of the tasks so far discussed have to be framed in a multiple-choice format. They can be offered in a more open-ended framework in which test-takers write or speak the response. The above item would then look like this:

Open-ended response to a question

Test-takers hear: How much time did you take to do your homework? Test-takers write or speak: _____

If open-ended response formats gain a small amount of authenticity and creativity, they of course suffer some in their practicality, as teachers must then read students' responses and judge their appropriateness, which takes time.

(j) Designing Assessment Tasks: Selective Listening

A third type of listening performance is selective listening, in which the test-taker listens to a limited quantity of aural input and must discern within it some specific information. A number of techniques have been used that require selective listening.

Listening Cloze

Listening cloze tasks (sometimes called doze dictations or partial dictations) require the test-taker to listen to a story, monologue, or conversation and simultaneously read the written text in which selected words or phrases have been deleted. Cloze procedure is most commonly associated with reading only (see Chapter 9). In its generic form, the test consists of a passage in which every *n*th word (typically every seventh word) is deleted and the test-taker is asked to supply an appropriate word. In a listening cloze task, test-takers see a transcript of the passage that they are listening to and fill in the blanks with the words or phrases that they hear.

One potential weakness of listening cloze techniques is that they may simply become reading comprehension tasks. Test-takers who are asked to listen to a story with periodic deletions in the written version may not need to listen at all, yet may still be able to respond with the appropriate word or phrase. You can guard against this eventuality if the blanks are items with high information load that cannot be easily predicted simply by reading the passage. In the example below (adapted from Bailey, 1998, p. 16), such: a

shortcoming was avoided by focusing only on the criterion of numbers. Test-takers hear an announcement from an airline agent and see the transcript with the underlined words deleted:

Listening cloze

Test-takers hear:

Ladies and gentlemen, I now have some connecting gate information for those of you making connections to other flights out of San Francisco.

Flight seven-oh-six to Portland will depart from gate seventy-three at nine-thirty P.M.

Flight ten-forty-five to Reno will depart at nine-fifty P.M. from gate seventeen. Flight four-forty to Monterey will depart at nine-thirty-five P.M. from gate sixty.

And flight sixteen-oh-three to Sacramento will depart from gate nineteen at ten-fifteen P.M.

Test-takers write the missing words or phrases in the blanks.

Other listening cloze tasks may focus on a grammatical category such as verb tenses, articles, two-word verbs, prepositions, or transition words/phrases. Notice two important structural differences between listening cloze tasks and standard reading cloze. In a listening cloze, deletions are governed by the objective of the test, not by mathematical deletion of every *n*th word; and more than one word may be deleted, as in the above example.

Listening cloze tasks should normally use an exact word method of scoring, in which you accept as a correct response only the actual word or phrase that was spoken and consider other appropriate words as incorrect. (See Chapter 8 for further

discussion of these two methods.) Such stringency is warranted; your objective is, after all, to test listening comprehension, not grammatical or lexical expectancies.

The preceding example illustrates the need for test-takers to focus on just the relevant information. The objective of this task is to test prepositions and prepositional phrases of location (*at the bottom, on top of, mound, along with larger, smaller*), so other words and phrases such as *back yard, yesterday, last few seeds, and scare away* are supplied only as context and need not be tested. (The task also presupposes, of course, that test-takers are able to identify the difference between a bird and a squirrel!)

In another genre of picture-cued tasks, a number of people and/or actions are presented in one picture, such as a group of people at a party. Assuming that all the items, people, and actions are clearly depicted and understood by the test-taker, assessment may take the form of

- questions: "Is the tall man near the door talking to a short woman?"
- true/false: "The woman wearing a red skirt is watching TV"
- identification: "Point to the person who is standing behind the lamp." "Draw a circle around the person to the left of the couch."

In a third picture-cued option used by the Test of English for International Communication (TOEIC®), one single photograph is presented to the test-taker, who then hears four different statements and must choose one of the four to describe the photograph. Here is an example.

Information transfer: single-picture-cued verbal multiple-choice

Test-takers see: a photograph of a woman in a laboratory setting, with no glasses on, squinting through a microscope with her right eye, and with her left eye closed.

- Test-takers hear:
- (a) She's speaking into a microphone.
 - (b) She's putting on her glasses.
 - (c) She has both eyes open.
 - (d) She's using a microscope.

Information transfer tasks may reflect greater authenticity by using charts, maps, grids, timetables, and other artifacts of daily life. In the example below, test-takers hear a student's daily schedule, and the task is to fill in the partially completed weekly calendar.

Information transfer: chart-filling

Test-takers hear:

Now you will hear information about Lucy's daily schedule. The information will be given twice. The first time just listen carefully. The second time, there will be a pause after each sentence. Fill in Lucy's blank daily schedule with the correct information. The example has already been filled in.

You will hear: Lucy gets up at eight o'clock every morning except on weekends. You will fill in the schedule to provide the information. Now listen to the information about Lucy's schedule. Remember, you will first hear all the sentences; then you will hear each sentence separately with time to fill in your chart.

Lucy gets up at 8:00 every morning except on weekends. She has English on Monday, Wednesday, and Friday at ten o'clock. She has

History on Tuesdays and Thursdays at two o'clock. She takes Chemistry on Monday from two o'clock to six o'clock. She plays tennis on weekends at four o'clock. She eats lunch at twelve o'clock every day except Saturday and Sunday.

Now listen a second time. There will be a pause after each sentence to give you time to fill in the chart. (Lucy's schedule is repeated with a pause after each sentence).

Test-takers see the following weekly calendar grid:

	Monday	Tuesday	Wednesday	Thursday	Friday	weekends
8:00	get up	get up	get up	get up	get up	
10:00						
12:00						
2:00						
4:00						
6:00						

Such chart-filling tasks are good examples of aural scanning strategies. A listener must discern from a number of pieces of information which pieces are relevant. In the above example, virtually all of the stimuli are relevant, and very few words can be ignored. In other tasks, however, much more information might be presented than is needed (as in the birdfeeder item on page 127), forcing the test-taker to select the correct bits and pieces necessary to complete a task.

Chart-filling tasks increase in difficulty as the linguistic stimulus material becomes more complex. In one task described by Ur (1984, pp. 108-112), test-takers listen to a very long description of animals in various cages in a zoo. While they listen, they can look at a map of the layout of the zoo with unlabeled cages. Their task is

to fill in the correct animal in each cage, but the complexity of the language used to describe the positions of cages and their inhabitants is very challenging. Similarly, Hughes (1989, p. 138) described a map-marking task in which test-takers must process around 250 words of colloquial language in order to complete the tasks of identifying names, positions, and directions in a car accident scenario on a city street.

Sentence Repetition

The task of simply repeating a sentence or a partial sentence, or **sentence repetition**, is also used as an assessment of listening comprehension. As in a dictation (discussed below), the test-taker must retain a stretch of language long enough to reproduce it, and then must respond with an oral repetition of that stimulus. Incorrect listening comprehension, whether at the phonemic or discourse level, may be manifested in the correctness of the repetition. A miscue in repetition is scored as a miscue in listening. In the case of somewhat longer sentences, one could argue that the ability to recognize and retain chunks of language as well as threads of meaning might be assessed through repetition. In Chapter 7, we will look closely at PhonePass, a commercially produced test that relies largely on sentence repetition to assess both oral production and listening comprehension.

Sentence repetition is far from a flawless listening assessment task. Buck (2001, p. 79) noted that such tasks "are not just tests of listening, but tests of general oral skills. Further, this task may test only recognition of sounds, and it can easily be contaminated by lack of short-term memory ability, thus invalidating it as an assessment of comprehension alone. And the teacher may never be able to distinguish a listening comprehension error from an oral production error. Therefore, sentence repetition tasks should be used with caution.

(k) Designing Assessment Tasks: Extensive Listening)

Drawing a clear distinction between any two of the categories of listening referred to here is problematic. but perhaps the fuzziest division is between selective and extensive listening. As we gradually move along the continuum from smaller to larger stretches of language, and from micro- to macroskills of listening, the probability of using more extensive listening tasks increases. Some important questions about designing assessments at this level emerge.

1. Can listening performance be distinguished from cognitive processing factors such as memory, associations, storage, and recall?
2. As assessment procedures become more communicative, does the task take into account test-takers' ability to use grammatical expectancies, lexical collocations, semantic interpretations, and pragmatic competence?
3. Are test tasks themselves correspondingly content valid and authentic-that is, do they mirror real-world language and context?
4. As assessment tasks become more and more open-ended, they more closely resemble pedagogical tasks, which leads one to ask what the difference is between assessment and teaching tasks. The answer is *scoring*: the former imply specified scoring procedures, while the latter do not.

We will try to address these questions as we look at a number of extensive or quasi-extensive listening comprehension tasks.

Dictation

Dictation is a widely researched genre of assessing listening comprehension. In a dictation, test-takers hear a passage,

typically of 50 to 100 words, recited three times: first, at normal speed; then, with long pauses between phrases or natural word groups, during which time test-takers write down what they have just heard; and finally, at normal speed once more so they can check their work and proofread. 1k-re is a sample dictation at the intermediate level of English.

Dictation

First reading (natural speed, no pauses, test-takers listen for gist):

The state of California has many geographical areas. On the western side is the Pacific Ocean with its beaches and sea life. The central part of the state is a large fertile valley. The southeast has a hot desert, and north and west have beautiful mountains and forests. Southern California is a large urban area populated by millions of people.

Second reading (slowed speed, pause at each // break, test-takers write):

The state of California // has many geographical areas. // On the western side // is the Pacific Ocean // with its beaches and sea life. // The central part of the state // is a large fertile valley. // The southeast has a hot desert, // and north and west // have beautiful mountains and forests. // Southern California // is a large urban area // populated by millions of people.

Third reading (natural speed, test-takers check their work).

Dictations have been used as assessment tools for decades. Some readers still cringe at the thought of having to render a correctly spelled, verbatim version of a paragraph or

story recited by the teacher. Until research on integrative testing was published (see Oller, 1971), dictations were thought to be not much more than glorified spelling tests. However, the required integration of listening and writing in a dictation, along with its presupposed knowledge of grammatical and discourse expectancies, brought this technique back into vogue. Hughes (1989), Cohen (1994), Bailey (1998), and Buck (2001) all defend the plausibility of dictation as an integrative test that requires some sophistication in the language in order to process and write down all segments correctly. Thus, I include dictation here under the rubric of extensive tasks, although I am more comfortable with labeling it quasi-extensive.

The difficulty of a dictation task can be easily manipulated by the length of the word groups (or bursts, as they are technically called), the length of the pauses, the speed at which the text is read, and the complexity of the discourse, grammar, and vocabulary used in the passage.

Scoring is another matter. Depending on your context and purpose in administering a dictation, you will need to decide on scoring criteria for several possible kinds of errors:

- spelling error only, but the word appears to have been heard correctly
- spelling and/or obvious misrepresentation of a word. illegible word
- grammatical error (For example, test-taker hears *I can't do it*, writes *I can do it*.)
- skipped word or phrase
- permutation of words
- additional words not in the original
- replacement of a word with an appropriate synonym

Determining the weight of each of these errors is a highly idiosyncratic choice; specialists disagree almost more than they agree on the importance of the above categories. They do agree (Buck, 2001) that a dictation is not a spelling test, and that the first item in the list above should not be considered an error. They also suggest that point systems be kept simple (for maintaining practicality and reliability) and that a deductible scoring method, in which points are subtracted from a hypothetical total, is usually effective.

Dictation seems to provide a reasonably valid method for integrating listening and writing skills and for tapping into the cohesive elements of language implied in short passages. However, a word of caution lest you assume that dictation provides a quick and easy method of assessing extensive listening comprehension if the bursts in a dictation are relatively long (more than five-word segments), this method places a certain amount of load on memory and processing of meaning (Buck, 2001, p. 78). But only a moderate degree of cognitive processing is required, and claiming that dictation fully assesses the ability to comprehend pragmatic or illocutionary elements of language, context, inference, or semantics may be going too far. Finally, one can easily question the authenticity of dictation: it is rare in the real world for people to write down more than a few chunks of information (addresses, phone numbers, grocery lists, directions, for example) at a time.

Despite these disadvantages, the practicality of the administration of dictations, a moderate degree of reliability in a well-established scoring system, and a strong correspondence to other language abilities speaks well for the inclusion of dictation among the possibilities for assessing extensive (or quasi-extensive) listening comprehension.

Communicative Stimulus-Response Tasks

Another-and more authentic-example of extensive listening is found in a popular genre of assessment task in which the test-taker is presented with a stimulus monologue or conversation and then is asked to respond to a set of comprehension questions. Such tasks (as you saw in Chapter 4 in the discussion of standardized testing) are commonly used in commercially produced proficiency tests. The monologues, lectures, and brief conversations used in such tasks are sometimes a little contrived, and certainly the subsequent multiple-choice questions don't mirror communicative, real-life situations. But with some care and creativity, one can create reasonably authentic stimuli, and in some rare cases the response mode (as shown in one example below) actually approaches complete authenticity. Here is a typical example of such a task.

Dialogue and multiple-choice comprehension items

Test-takers hear:

Directions: Now you will hear a conversation between Lynn and her doctor. You will hear the conversation two times. After you hear the conversation the second time, choose the correct answer for questions 11-15 below. Mark your answers on the answer sheet provided.

Doctor: Good morning, Lynn. What's the problem?

Lynn: Well, you see, I have a terrible headache, my nose is running, and I'm really dizzy.

Doctor: Okay. Anything else?

Lynn: I've been coughing, I think I have a fever, and my stomach

Aches.

Doctor: I see. When did this start?

Lynn: Well, let's see, I went to the lake last weekend, and after I returned home I started sneezing.

Doctor: Hmm. You must have the flu. You should get lots of rest, drink, hot beverages, and stay warm. Do you follow me?

Lynn: Well, uh, yeah, but . . . shouldn't I take some medicine?

Doctor: Sleep and rest are as good as medicine when you have the
Flu.

Lynn: Okay, thanks, Dr. Brown.

Test-takers read:

11. What is Lynn's problem?
 - (A) She feels horrible.
 - (B) She ran too fast at the lake.
 - (C) She's been drinking too many hot beverages.
12. When did Lynn's problem start?
 - (A) When she saw her doctor.
 - (B) Before she went to the lake.
 - (C) After she came home from the lake.
13. The doctor said that Lynn
 - (A) flew to the lake last weekend
 - (B) must not get the flu
 - (C) probably has the flu

2. ASSESSING SPEAKING

From a pragmatic view of language performance, listening, and speaking are almost always closely interrelated. While it is possible to isolate some listening performance types (see Chapter 6), it is very difficult to isolate oral production tasks that do not directly

involve the interaction of aural comprehension. Only in limited contexts of speaking (monologues, speeches, or telling stories and reading aloud) can we assess oral language without the aural participation of an interlocutor

While speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. How do you know for certain that speaking score is exclusively a measure of oral production without the potentially frequent clarifications of an interlocutor? This interaction of speaking and listening challenges the designer of an oral production test to tease apart, as much as possible, the factors accounted for by aural intake.- „

Another challenge is the design of elicitation techniques. Because most speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse. If your goal is to have test-takers demonstrate certain spoken grammatical categories, for example, the stimulus you design must elicit those grammatical categories in ways that prohibit the test-taker from avoiding or paraphrasing and thereby dodging production of the target form.

As tasks become more and more open ended, the freedom of choice given to test-takers creates a challenge in scoring procedures. In receptive performance, the elicitation stimulus can be structured to anticipate predetermined response and only those responses. In productive performance, the oral and written stimulus must be specific enough to elicit output within an expected range of performance such that scoring or rating procedures apply appropriately. For example, in a picture-series task, the objective of

which is to elicit a story in a sequence of events, test-takers could opt for a variety of plausible ways to tell the story, all of which might be equally accurate. How can such disparate responses be evaluated? One solution is to assign not one but several scores for each response each score representing one of several traits (pronunciation, fluency, vocabulary use, grammar, comprehensibility, etc).

All of these issues will be addressed in this chapter as we review types of spoken language and micro- and macroskills of speaking, then outline numerous tasks for assessing speaking

(a) Basis Types Of Speaking

In chapter 6, we cited four categories of listening performance assessment tasks. A similar taxonomy emerges for oral production.

1. Imitative. At one end of continuum of type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short stretch of language that must be imitated.

2. Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The

speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment task include directed responses tasks including simple sequences; translation up to simple sentence level.

3. Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always spoken prompt (in order to preserve authenticity), with perhaps is only one or two follow-up questions or retorts:

A. **Mary:** Excuse me, do you have the time?

Dough: Yeah Nine-fifteen.

B. **Tim:** What is the most urgent environmental Problem today?

Sheila: I would say massive deforestation.

C. **Jeff:** Hey, Stef, how's it going?

Stef: Not bad, and yourself?

Jeff: I'm good.

Stef: Cool. Okay, gotta go.

4. Interactive. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language which has the purpose of exchanging specific information, or interpersonal, exchanges, which have the purpose of maintaining social relationships. (In the three dialogues cited above, A and B were transactional, and C was interpersonal.) In interpersonal

exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conversations.

5. Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting, the plot of a novel or movie).

(b) Micro- And Macroskills Of Speaking

In chapter 6, a list of listening micro- and macroskills enumerated various components of listening that make up criteria for assessment. A similar list of speaking skills can be drawn up for the same purpose: to serve as taxonomy of skills from which you will select one or several that will become the objective(s) of an assessment task. The microskills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations and phrasal units. The macroskills imply the speaker's_ focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. The micro-and macroskills total roughly 16 different objectives to assess in speaking.

Micro- and macroskills of oral production

Micro skills
1. Produce differences among English phonemes and allophonic variants.
3. Produce chunks of language of different lengths.
4. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours.
5. Produce reduced forms of words and phrases.
6. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
7. Produce fluent speech at different rates of delivery
8. Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
9. Use grammatical word classes (nouns, verbs, etc), system (e.g., tense, agreement, pluralization), word order, patterns, rules and elliptical forms
10. Produce speech in natural constituents: in appropriate phrases, pause groups, and sentence constituents
11. Express a particular meaning in different grammatical forms
12. Use cohesive devices in spoken discourse

Macroskills

13. Appropriately accomplish communicative functions according to situations, participants, and goals.
14. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversations rules, floor keeping, and-yielding, interrupting, and other sociolinguistics features

face to face conversations.

15. Convey links and connections between events and communicate such relations as local and peripheral ideas, events and feelings, new information and giving information, generalization and exemplification_
16. Convey facial features and kinesics, body language and other nonverbal cues along with verbal language.
17. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, accurately assessing how well your interlocutor is understanding you.

As you consider designing tasks for assessing spoken language, these skills can act as a checklist of objectives. While the macroskills have the appearance of being more complex than the macroskills, both contain ingredients of difficulty, depending on the stage and context of the test-taker.

There is such an array of oral production tasks that a complete treatment is almost impossible within the confines of one chapter in this book. Below is a consideration of the most common techniques with brief allusions to related tasks. As already noted in the introduction to this chapter, consider three important issues as you set out to design tasks:

1. No speaking task is capable of isolating the single skill of oral production. Concurrent involvement of the additional performance of aural comprehension, and possibly reading, is usually necessary.

2. Eliciting the specific criterion you have designated for a task can be tricky because beyond the world level, spoken language offers a number of productive options to test-takers. Make sure your elicitation prompt achieves its aims as closely as possible.

3. Because of the above two characteristics of oral production assessment, it is important to carefully specify scoring procedures for a response so that ultimately you achieve as high a reliability index as possible.

(c) Designing Assessment Tasks: Imitative Speaking

You may be surprised to see the inclusion of simple phonological imitation in a consideration of assessment of oral production. After all, endless repeating of words, phrases, and sentences was the province of the long-since-discarded Audiolingual Method, and in an era of communicative language teaching, many believe that non-meaningful imitation of sounds is fruitless. Such opinions have faded in recent years as we discovered that an overemphasis on fluency can sometimes lead to the decline of accuracy in speech. And so we have been paying more attention to pronunciation, especially suprasegmentals, in an attempt to help learners be more comprehensible.

An occasional phonologically focused repetition task is warranted as long as repetition tasks are not allowed to occupy a dominant role in an overall oral production assessment, and as long as you artfully avoid a negative washback effect. Such tasks range from word level to sentence level, usually with each item focusing on a specific phonological criterion. In a simple repetition task, test-takers repeat the stimulus, whether it is a pair of words, a sentence, or perhaps a question (to test for intonation production).

Word repetition task

<i>Test-takers hear:</i>	Repeat after me: beat [pause] bit [pause] bat [pause] vat [pause] etc. I bought a boat yesterday. The glow of the candle is growing. etc.
--------------------------	---

<p>When did they go on vacation? Do you like coffee? etc.</p> <p><i>Test-takers repeat the stimulus.</i></p>

A variation on such a task prompts test-takers with a brief written stimulus which they are to read aloud. (In the section below on intensive speaking, some tasks are described in which test-takers read aloud longer texts.) Scoring specifications must be clear in order to avoid reliability breakdowns. A common form of scoring simply indicates a two- or three-point system for each response.

Task Scoring scale for repetition ts

2	acceptable pronunciation
1	comprehensible, partially correct pronunciation
0	silence, seriously incorrect pronunciation

The longer the stretch of language, the more possibility for error and therefore the more difficult it becomes to assign a point system to the text. In such a case, it may be imperative to score only the criterion of the task. For example, in the sentence "When did they go on vacation?" since the criterion is falling intonation for *wh*-questions, points should be awarded regardless of any mispronunciation.

PHONEPASS* TEST

An example of a popular test that uses imitative (as well as intensive) production tasks is PhonePass, a widely used, commercially available speaking test in many countries. Among a number of speaking tasks on the test, repetition of sentences (of 8 to 12 words) occupies a prominent role. It is remarkable that research on the PhonePass test has supported the construct

validity of its repetition tasks not just for a test-taker's phonological ability but also for discourse and overall oral production ability (Townshend et al., 1998; Bernstein et al., 2000; Cascallar & Bernstein, 2000).

The PhonePass test elicits computer-assisted oral production over a telephone. "Test-takers read aloud, repeat sentences, say words, and answer questions. With a downloadable test sheet as a reference, test-takers are directed to telephone a designated number and listen for directions. The test has five sections.

PhonePass test specifications*

Part A:

Test-takers read aloud selected sentences from among those printed on the test sheet. Examples:

1. Traffic is a huge problem in Southern California.
2. The endless city has no coherent mass transit system.
3. Sharing rides was going to be the solution to rush-hour traffic.
4. Most people still want to drive their own cars, though.

Part B:

Test-takers repeat sentences dictated over the phone. Examples:
"Leave town on the next train"

(d) Designing Assessment Tasks: Intensive Speaking

At the intensive level, test-takers are prompted to produce short stretches of discourse (no more than a sentence) through which they demonstrate linguistic ability at a specified level of language. Many tasks are "cued" tasks in that they lead the test-taker into a narrow band of possibilities.

Parts C and D of the PhonePass test fulfill the criteria of intensive tasks as they elicit certain expected forms of language. Antonyms like *high* and *low*, *happy* and *sad* are prompted so that

the automated scoring mechanism anticipates only one word. The either/or task of Part D fulfills the same criterion. Intensive tasks may be also be described as **limited** response tasks (Madsen, 1983), or mechanical tasks (Underhill, 1987), or what classroom pedagogy would label as controlled responses.

Directed Response Tasks

In this type of task, the test administrator elicits a particular grammatical form or a transformation of a sentence. Such tasks are clearly mechanical and not communicative, but they do require minimal processing of meaning in order to produce the correct grammatical output.

Directed response

Test-takers hear:	Tell me he went home.
	Tell me that you like rock music.
	Tell me that you aren't interested in tennis.
	Tell him to come to my office at noon.
	Remind him what time it is.

Read-Aloud Tasks

Intensive reading-aloud tasks include reading beyond the sentence level up to a paragraph or two. This technique is easily administered by selecting a passage that incorporates test specs and by recording the test-taker's output; the scoring is relatively easy because all of the test-taker's oral production is controlled. Because of the results of research on the PhonePass test, reading aloud may actually be a surprisingly strong indicator of overall oral production ability.

For many decades, foreign language programs have used reading passages to analyze oral production. Prator's (1972)

Manual of American English Pronunciation included a “diagnostic passage” of about 150 words that students could read aloud into a tape recorder. Teachers listening to the recording would then rate students on a number of phonological factors (vowels, diphthongs, consonants, consonant clusters, stress, and intonation) by completing a two-page diagnostic checklist on which all errors or questionable items were noted. These checklists ostensibly offered direction to the teacher for emphases in the course to come.

An earlier form of the Test of Spoken English (TSE[®], see below) incorporated one read-aloud passage of about 120 to 130 words with a rating scale for pronunciation and fluency. The following passage is typical:

Read-aloud stimulus, paragraph length

Despite the decrease in size-and, some would say, quality of our cultural world, there still remain strong differences between the usual British and American writing styles. The question is, how do you get your message across? English prose conveys its most novel ideas as if they were timeless truths, while American writing exaggerates; if you believe half of what is said, that's enough. The former uses understatement; the latter, overstatement. There are also disadvantages to each characteristic approach. Readers who are used to being screamed at may not listen when someone chooses to whisper politely. At the same time, the individual who is used to a quiet manner may reject a series of loud imperatives.

The scoring scale for this passage provided a four-point scale for pronunciation and for fluency, as shown in the box below.

Test of Spoken English scoring scale (1987, p. 10)

Pronunciation:

Points:

- | | |
|---------|---|
| 0.0-0.4 | Frequent phonemic errors and foreign stress and Intonation patterns that cause the speaker to be unintelligible. |
| 0.5-1.4 | Frequent phonemic errors and foreign stress and Intonation patterns that cause the speaker to be occasionally unintelligible. |
| 1.5-2.4 | Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible. |
| 2.5-3.0 | Occasional non-native pronunciation errors, but the speaker is always intelligible. |

Fluency:

Points:

- | | |
|---------|--|
| 0.0-0.4 | Speech is so halting and fragmentary or has such a non-native flow that intelligibility is virtually impossible. |
| 0.5-1.4 | Numerous non-native pauses and/or a non-native flow that interferes with intelligibility. |
| 1.5-2.4 | Some non-native pauses but with a more nearly native flow that the pauses do not interfere with intelligibility. |
| 2.5-3.0 | Speech is smooth and effortless, closely approximating that of a native speaker. |

Such a rating list does not indicate how to gauge intelligibility, which is mentioned in both lists. Such slippery terms remind us that oral production scoring, even with the controls that reading aloud offers, is still an inexact science.

Underhill (1987. op. 77-78) suggested some variations on the task of simply reading a short passage.

- reading a scripted dialogue, with someone else reading the other part
- reading sentences containing minimal pairs, for example:
*Try not to **heat/hit** the pan too much.*
*The doctor gave me a **bill/pill**.*
- reading information from a table or chart

If reading aloud shows certain practical advantages (predictable output, practicality, reliability in scoring), there are several drawbacks to using this technique for assessing oral production. Reading aloud is somewhat inauthentic in that we seldom read anything aloud to someone else in the real world, with the exception of a parent reading to a child. occasionally sharing a written story with someone, or giving a scripted oral presentation. Also, reading aloud calls on certain specialized oral abilities that may not indicate one's pragmatic ability to communicate orally in face-to-face contexts. You should therefore employ this technique with some caution, and certainly supplement it as an assessment task with other, more communicative procedures.

Sentence/Dialogue Completion Tasks and Oral Questionnaires

Another technique for targeting intensive aspects of language requires test-takers to read dialogue in which one speaker's lines have been omitted. Test-takers are first given time to read through the dialogue to get its gist and to think about appropriate lines to fill in. Then as the tape, teacher, or test administrator produces one part orally, the test-taker responds. Here's an example.

Dialogue completion task

Test-takers read (and then hear):

In a department store:

Salesperson: May I help you?

Customer:

_____.

Salesperson: Okay, what size do you wear?

Customer:

_____.

Salesperson: Hmm. How about this green sweater here?

Customer:

_____.

Salesperson: Oh. Well, if you don't like green, what color would you like?

Customer:

_____.

Salesperson: How about this one?

Customer:

_____.

Salesperson: Great!

Customer:

_____.

Salesperson: It's on sale today for \$39.95.

Customer:

_____.

Salesperson: Sure, we take Visa, MasterCard, and American Express.

Customer:

_____.

Test-takers respond with appropriate lines.

An advantage of this technique lies in its moderate control of the output of the test-taker. While individual variations in responses are accepted, the technique taps into a learner's ability to discern expectancies in a conversation and to produce sociolinguistically correct language. One disadvantage of this technique is its reliance on literacy and an ability to transfer easily from written to spoken English. Another disadvantage is the contrived, inauthentic nature of this task: Couldn't the same criterion performance be elicited in a live interview in which an impromptu role-play technique is used?

Perhaps more useful is a whole host of shorter dialogues of two or three lines, each of which aims to elicit a specified target. In the following examples, somewhat unrelated items attempt to elicit the past tense, future tense, yes/no question formation, and asking for the time. Again, test-takers see the stimulus in written form.

In designing such questions for test-takers, it's important to make sure that you know *why* you are asking the question. Are you simply trying to elicit strings of language output to gain a general sense of the test-taker's discourse competence? Are you combining discourse and grammatical competence in the same question? In each question just one in a whole set of related questions? Responsive questions may take the following forms:

Question eliciting open-ended responses

Test-takers hear:

1. What do you think about the weather today?
2. What do you like about the English language?
3. Why did you choose your academic major?
4. What kind of strategies have you used to help you learn English?
5. a. Have you ever been to the United States before?
b. What other countries have you visited?

- c. Why did you go there? What did you like best about it?
- d. If you could go back, what would you like to do or see?
- e. What country would you like to visit next, and why?

Test-takers respond with a few sentences at most.

Notice that question #5 has five situationally linked questions that may vary slightly depending on the test-takers' response to a previous question.

Oral interaction with an assessor often involves the listener forming all the questions. The flip side of this usual concept of question-and-answer tasks to elicit from the test-takers. To assess the test-takers' ability to produce questions, prompts such as this can be used:

Elicitation of question from the test-takers

Test-takers hear:

- Do you have any questions for me?
- Ask me about my family or job interests.
- If you could interview the president or prime minister of your country, what would you ask the person?

Test-takers respond with questions.

A potentially tricky form of oral production assessment involves more than one test-taker with an interviewer, which is discussed later in this chapter. With two students in an interviewer context, both test-takers can ask questions of each other.

Directed response tasks

<i>Test-takers see:</i>		
Interviewer	:	What did you do last weekend?
Test-taker	:	_____?
Interviewer	:	What will you do after you graduate from this program?
Test-taker	:	_____?
Interviewer	:	I was in Japan for two weeks.
Test-taker	:	_____?
Interviewer	:	It's ten-thirty.

One could contend that performance on these items is responsive rather than intensive. True, the discourse involves responses, but there is a degree of control here that predisposes the test-taker to respond with certain expected forms. Such arguments underscore the fine lines of distinction between and among the selected live categories.

It could also be argued that such techniques are nothing more than a written form of questions that might otherwise (and more appropriately) be part of a standard or-al interview. True, but the advantage that the written form offers is to provide a little more time for the test-taker to anticipate an answer, and it begins to remove the potential ambiguity created by aural misunderstanding. It helps to unlock the almost ubiquitous link between listening and speaking performance.

Underhill (1987) describes yet another technique that is useful for controlling the test-taker's output: form-filling, or what I might rename "oral questionnaire." Here the test-taker sees a questionnaire that asks for certain categories of information (personal data, academic information, job experience, etc.) and supplies the information orally

(e) Designing Assessment Tasks: Responsive Speaking

Assessment of responsive tasks involves brief interactions with an interlocutor, differing from intensive tasks in the increased creativity given to the test-taker and from interactive tasks by the somewhat limited length of utterances.

Question and Answer

Question-and-answer tasks can consist of one or two questions from an interviewer, or they can make up a portion of a whole battery of questions and prompts in an oral interview. They can vary from simple questions like "What is this called in English?" to complex questions like "What are the steps governments should take, if any, to stem the rate of deforestation in tropical countries?" The first question is intensive in its purpose; it is a display question intended to elicit a predetermined correct response. We have already looked at some of these types of questions in the previous section. Questions at the responsive level tend to be genuine referential questions in which the test-taker is given more opportunity to produce meaningful language in response.

(f) Designing Assessment Tasks: Interactive Speaking

The final two categories of oral production assessment (interactive and extensive speaking) include tasks that involve relatively long stretches of interactive discourse (interviews, role plays, discussions, games) and tasks of equally long duration but that involve less interaction (speeches, telling longer stories, and extended explanations and translations). The obvious difference between the two sets of tasks is the degree of interaction with an interlocutor. Also, interactive tasks are what some would describe as interpersonal, while the final category includes more transactional speech events.

Interview

When "oral production assessment" is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a test taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. The interview, which may be tape-recorded for re-listening, is then scored on one or more parameters such as accuracy in pronunciation and/or grammar, vocabulary usage, fluency, sociolinguistic/pragmatic appropriateness, task accomplishment, and even comprehension.

Interviews can vary in length from perhaps five to forty-five minutes, depending on their purpose and context. Placement interviews, designed to get a quick spoken sample from a student in order to verify placement into a course, may need only five minutes if the interviewer is trained to evaluate test output accurately. Longer comprehensive interviews such as the OPI (see the next section) are designed to cover predetermined oral production contexts and may require the better part of an hour.

Every effective interview contains a number of mandatory stages. Two decades ago, Michael Canale (1984) proposed a framework for oral proficiency testing that has withstood the test of time. He suggested that test-takers will perform at their best if they are led through four stages:

1. Warm-up. In a minute or so of preliminary small talk, the interviewer directs mutual introductions, helps the test-taker become comfortable with the situation, appraises the test-taker of the format, and allays anxieties. No scoring of this phase takes place.

2. Level check. Through a series of preplanned questions, the interviewer stimulates the test-taker to respond using expected or predicted forms and functions. If, for example, from previous test information, grades, or other data, the test-taker has been judged to be a "Level 2" (see below) speaker, the interviewer's prompts will

attempt to confirm this assumption. The responses may take very simple or very complex form, depending on the entry level of the learner. Questions are usually designed to elicit grammatical categories (such as past tense or subject-verb agreement), discourse structure (a sequence of events), vocabulary usage, and/or sociolinguistic factors (politeness conventions, formal/informal language). This stage could also give the interviewer a picture of the test-taker's extroversion, readiness to speak, and confidence, all of which may be of significant consequence in the interview's results. Linguistic target criteria are scored in this phase. If this stage is lengthy, a tape-recording of the interview is important.

3. Probe. Probe questions and prompts challenge test-takers to go to the heights of their ability, to extend beyond the limits of the interviewer's expectation through increasingly difficult questions. Probe questions may be complex in their framing and/or complex in their cognitive and linguistic demand. Through probe items, the interviewer discovers the ceiling or limitation of the test-taker's proficiency. This need not be a separate stage entirely, but might be a set of questions that are interspersed into the previous stage. At the lower levels of proficiency, probe items may simply demand a higher range of vocabulary or grammar from the test-taker than predicted. At the higher levels, probe items will typically ask the test-taker to give an opinion or a value judgment, to discuss his or her field of specialization, to recount a narrative, or to respond to questions that are worded in complex form. Responses to probe questions may be scored, or they may be ignored if the test-taker displays an inability to handle such complexity.

4. Wind down. This final phase of the interview is simply a short period of time during which the interviewer encourages the test-taker to relax with some easy questions, sets the test-taker's

mind at ease, and provides information about when and where to obtain the results of the interview. This part is not scored.

DESIGNING ASSESSMENTS: EXTENSIVE SPEAKING

Extensive speaking tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction.

Oral Presentations

In the academic and professional arenas, it would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of a new product, or a method. A summary of oral assessment techniques would therefore be incomplete without some consideration of extensive speaking tasks. Once again the rules for effective assessment must be invoked: (a) specify the criterion, (b) set appropriate tasks, (c) elicit optimal output, and (d) establish practical, reliable scoring procedures. And once again scoring is the key assessment challenge.

For oral presentations, a checklist or grid is a common means of scoring or evaluation. Holistic scores are tempting to use for their apparent practicality; but they may obscure the variability of performance across several subcategories, especially the two major components of content and delivery. Following is an example of a checklist for a prepared oral presentation at the intermediate or advanced level of English.

Retelling a Story, News Event

In this type of task, test-takers hear or read a story or news event that they are asked to retell. This differs from the paraphrasing task discussed above (pages 161-162) in that it is a longer stretch of discourse and a different genre. The objectives in assigning such a

task vary from listening comprehension of the original to production of a number of oral discourse features (communicating sequences and relationships of events, stress and emphasis patterns, "expression" in the cast of a dramatic story), fluency, and interaction with the hearer. Scoring should of course meet the intended criteria.

Translation (of Extended Prose)

Translation of words, phrases, or short sentences was mentioned under the category of intensive speaking. Here, longer texts are presented for the test-taker to read in the native language and then translate into English. Those texts could come in many forms: dialogue; directions for assembly of a product, a synopsis of a story or play or movie, directions on how to find something on a map, and other genres. The advantage of translation is in the control of the content, vocabulary, and, to some extent, the grammatical and discourse features. The disadvantage is that translation of longer texts is a highly specialized skill for which some individuals obtain post-baccalaureate degrees! To judge a nonspecialist's oral language ability on such a skill may be completely invalid, especially if the test-taker has not engaged in translation at this level. Criteria for scoring should therefore take into account not only the purpose in stimulating a translation but the possibility of errors that are unrelated to oral production ability.

§ § § § §

One consequence of our being articulate mammals is an extraordinarily complex system of vocal communication that has evolved over the millennia of human existence. This chapter has offered a relatively sweeping overview of some of the ways we have learned to assess our wonderful ability to produce sounds, words,

and sentences, and to string them together to make meaningful texts. This chapter's limited number of assessment techniques may encourage your imagination to explore a potentially limitless number of possibilities for assessing oral production.

C. Rangkuman

We should understand the concept of performance and interaction before talking about listening. This skill is very difficult to assess since listening performance is the invisible, inaudible process. Teachers should assess the students' listening skills since it is hard to imagine to speak a language without listening. There are four types of listening Assessment, namely, Intensive, Responsive, Selective, and Extensive.

Listening and speaking are always closely interrelated. Speaking is productive skills and therefore several components of speaking (pronunciation Grammar, vocabulary use, comprehensibility, etc.) must be evaluated. There are five basic types of speaking, namely, Intensive, Responsive, Interactive, and Extensive. There are 16 different objectives to assess in speaking. They can be divided into Micro and Macro Skills.

D. Latihan

1. Look at the Micro and MacroSkills. Give examples of each skill in listenng !
2. Do you agree that NO TEST IS COMPLETELY AUTHENTIC
3. What differences can you find between
 - a. Imitative and Intensive
 - b. Responsive and Interactive
4. Make the scoring scale for Speaking

BAB IV

KEGIATAN BELAJAR 3

A. Kompetensi dan indikator

1. Kompetensi

Setelah membaca bahan ajar dalam kegiatan belajar 3 Anda diharapkan dapat:

- a. memahami konsep-konsep dan teori dalam Reading Assessment
- b. memahami konsep-konsep dan teknik dalam Writing Assessment

2. Indikator

Anda dikatakan berhasil dalam mempelajari Kegiatan Belajar 1 ini jika Anda dapat :

- a. menerangkan konsep Reading Assessment
- b. Menerangkan tipe dasar Reading Performance
- c. Menjelaskan Micro Skills dan Macro Skills dalam Reading Tests
- d. Memberi contoh-contoh Reading Tests yang bervariasi
- e. Membuat Reading Tests berisi komponen sistembunyi, kosakata, Tatabahasa dan budaya
- f. Menerangkan konsep Writng Assessment
- g. Menerangkan tipe-tipe dasar Witing Assessment
- h. Menjelaskan Micro Skills dan Macro Skills dalam Writing Assessment
- i. Membuat contoh-contoh soal Writing Assessment
- j. Membuat format penilaian Writing Performance yang Relative objektif

B. Uraian Materi

1. ASSESSING READING

Even as we are bombarded with an unending supply of visual and auditory media, the written word continues in its function to convey information, to amuse and entertain us, to codify our social, economic, and legal conventions, and to fulfill a host of other functions. In literate societies, most "normal" children learn to read by the age of five or six, and some even earlier. With the exception of a small number of people with learning disabilities, reading is a skill that is taken for granted.

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Basic, beginning-level textbooks in a foreign language presuppose student's reading ability if only because it's a book that is the medium. Most formal tests use the written word as a stimulus for test-taker response; even oral interviews may require reading performance for certain tasks. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create an assessment of general language ability.

Is reading so natural and normal that learners should simply be exposed to written texts with no particular instruction? Will they just absorb the skills necessary to convert their perception of a handful of letters into meaningful chunks of information? No, necessarily. For learners of English, two primary hurdles must be cleared in order to become efficient readers. First, they need to be able to master fundamental bottom-up strategies for processing separate letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension. Second, as a part of that top-down approach, second language readers must develop appropriate content and formal schemata-background information and cultural experience to carry out those interpretations effectively.

The assessment of reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, especially in the case of most classroom assessments that are formative in nature. An inability to comprehend may thus be traced to a need to enhance a test-taker's strategies for achieving ultimate comprehension. For example, an academic technical report may be comprehensible to a student at the sentence level, but if the learner has not exercised certain strategies for noting the discourse conventions of that genre, misunderstanding may occur.

As we consider a number of different types or genres of written texts the components of reading ability, and specific tasks that are commonly used in the assessment of reading, let's not forget the unobservable nature of reading. Like listening, one cannot see the process of reading, nor can one observe a specific product of reading. Other than observing a reader's eye movements and page turning, there is no technology that enables us to "see" sequences of graphic symbols traveling from the pages of a book into compartments of the brain (in a possible bottom-up process). Even more outlandish is the notion, that one might be able to watch information from the brain make its way down onto the page (in typical top-down strategies). For instance, once something is read, information from the written text is stored—no technology allows us to empirically measure exactly what is lodged in the brain. All assessment of reading must be carried out by inference.

(a) TYPES (GENRES) OF READING

Each of type or genre of written text has its own set of governing rules and conventions. A reader must be able to anticipate those conventions in order to process meaning efficiently. With an extraordinary number of genres presenting any literate culture, the

reader's ability to process texts must be very sophisticated. Consider the following abridged list of common genres, which ultimately form part of the specifications for assessment of reading ability.

Genres of reading

1. Academic reading

general interest articles (in magazines, newspaper, etc.)
technical reports (e.g., lab reports), professional journal articles
reference material (dictionaries, etc)
textbooks, theses
essays, papers
test directions
editorials and opinion writing

2. Job-related reading

messages (e.g., phone messages)
letters/emails
memos (e.g., interoffice)
reports (e.g., job evaluations, project reports)
schedules, labels, signs, announcements
forms, applications, questionnaires financial documents (bills, invoices, etc)
directories (telephones, offices, etc)

3. Personal reading

newspaper and magazines
letters, emails, greetings cards, invitations
messages, notes, lists
schedules (train, bus, plane, etc)
recipes, menus, maps, calendars'advertisements (commercials, wants
add) novels,
short stories, jokes, drama, poetry
financial documents (e.g., checks, tax forms, loan applications)
forms, questionnaires, medical reports, immigration documents

see how overwhelming it is to learn to read in a foreign language! The genre of a text enables readers to apply certain schemata that will assist them in extracting appropriate meaning. If, for example, readers know that a text is a recipe, they will expect a certain arrangement of information (ingredients) and will know to search for a sequences order of directions. Efficient readers also have to know what their purpose is in reading a text, the strategies for accomplishing that purpose, and how to retain the information.

The context validity of an assessment procedure is largely established through the genre of a text. For example, if learners in a program of English for tourism have been learning how to deal with customers needing to arrange bus tours, then assessment of their ability should include guidebooks, maps, transportation schedules, calendars, and other relevant texts.

(b) MICRO SHILLS, MACROSKILLS, AND STRATEGIES FOR READING

Aside from attending to genre of text, the skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. The micro and macroskills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

Micro and macroskills for reading comprehension

Microskills

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word other patterns and their significance.
5. Recognize grammatical words classes (nouns, verbs, etc), system (e.g., tense, agreement, pluralization), word order, patterns, rules and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in

Macroskills

8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicate functions of written texts, according to form and purpose.
10. Infer context that is not explicit by using background knowledge.
11. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
12. Distinguish between literal and implied meanings.
13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
14. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata fro the interpretation of texts.

storehouse of reading strategies, as indicate in item 14. Aside from simply testing the ultimate achievement of comprehension of a written text, it may be important in some contexts to assess one or more of a storehouse of classic reading strategies. The brief taxonomy of strategies below is a list of possible assessment criteria.

Some principal strategies for reading comprehension

1. Identify your purpose in reading a text.
2. Apply spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
4. Guess at meaning (of words, idioms, etc) when you aren't certain.
5. Skim the text for the gist and for the main ideas.
6. Scan the text for the specific information (names; dates, key words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationships.

(c) TYPES OF READING

In the previous chapters we saw that both listening and speaking could be subdivided into at least five different types of listening and speaking performance. In the case of reading, variety of performance is derived more from multiply of types of texts (the genres listed above) than from the variety of overt types of performance. Nevertheless, for considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

1. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to components of larger stretches of discourse letters, words, punctuation, and other

graphemic symbols. Bottom-up processing is implied.

2. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3. Interactive. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistics sense, interact with the text. That is, reading is a process of negotiating meaning the reader brings to the text a set of schemata for understanding it, and in take .s the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instance of bottom-up performance may be necessary.

4. Extensive. Extensive reading, as discussed in this book, applies t' texts of more than a page, up to and including professional articles, essays technical reports, short stories, and books. (It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse such as long articles and books that are usually read outside a classroom hour. (massaged a little in order to encompass any text longer than a page.) The purposes of assessment usually are to tap into a learner's global

understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.

The four types of reading are demonstrated in Figure 8.1, which shows the relationships of length, focus, and processing mode among the four types.

	Length			Focus		Process	
	Short	Medium	Long	Form	Meaning	Bottom-Up	Top-Down
Perceptive	••			••		••	
Selective	•	•		••	•	•	•
Interactive		••		•	••	•	••
extensive			••		••		••
•• strong emphasis • moderate emphasis							

Figure 8.1. Types of reading by length, focus, and process

(d) DESIGNING ASSESSMENT TASKS: PERCEPTIVE READING

At the beginning level of reading a second language lies a set of tasks that are fundamental and basic: recognition of alphabetic symbols, capitalized and lowercase letters, punctuation, words, and grapheme-phoneme correspondences. Such tasks of perception are often referred to as literacy tasks, implying that the learner is in the early stages of becoming literate. Some learners are already literate in their own native language, but in other cases the second language may be the first language that they have ever learned to read. This latter context poses cognitive and some-times age-related issues that need to be considered carefully. Assessment of literacy is no easy assignment, and if you are interested in this particular challenging area, further reading beyond this book is advised (Harp. 1991; Farr & Tone, 1994; Genesee, 1994; Cooper, 1997). Assessment of basic reading skills may be carried out in a number of different ways.

Reading Aloud

The test-taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator. Since the assessment is of reading comprehension, any recognizable oral approximation of the target response is considered correct.

Written Response

The same stimuli are presented, and the test-taker's task is to reproduce the probe in writing. Because of the transfer across different skills here, evaluation of the test-taker's response must be carefully treated. If an error occurs, make sure you determine its source; what might be assumed to be a writing error, for example, may actually be a reading error, and vice versa.

Multiple-Choice

Multiple-choice responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter, and matching. Here are some possibilities.

Minimal pair distinction

<i>Test-takers reads*</i>		Circle "S" for same or "D" for different	
1. led	let	S	D
2. bit	bit	S	D
3. seat	set	S	D
4. too	to	S	D

**In the case of very low level learners, the teacher/administrator reads direction*

Grapheme recognition task

<i>Test-takers read:*</i>	Circle the "odd" item, the one that doesn't "belong"		
1. piece	peace	piece	
2. book	book	boot	
<i>*In the case of very low level learners, the teacher/administrator reads directions.</i>			

(e) DESIGNING ASSESSMENT TASKS: SELECTIVE READING

Just above the rudimentary skill level of perception of letters and words is a category in which the test designer focuses on formal aspects of language (lexical, grammatical, and a few discourse features). This category includes what many incorrectly think of as testing "vocabulary and grammar." How many textbooks provide little tests and quizzes labeled "vocabulary and grammar" and never feature any other skill besides reading? Lexical and grammatical aspects of language are simply the forms we use to perform all four of the skills of listening, speaking, reading, and writing. (Notice that in all of these chapters on the four skills, formal features of language have become a potential focus for assessment.)

Here are some of the possible tasks you can use to assess lexical and grammatical aspects of reading ability.

Multiple-Choice (for Form-Focused Criteria)

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality: it is easy to administer and can be scored quickly. The most straightforward multiple-choice items may have little context, but might serve as a vocabulary or grammar check.

Multiple-choice vocabulary/grammar tasks

1. He's not married. He's _____
 - A. young
 - B. single
 - C. first
 - D. a husband
2. If there's no doorbell, please _____ on the door.
 - A. kneel
 - B. type
 - C. knock
 - D. shout
3. The mouse is _____ the bed.
 - A. under
 - B. around
 - C. between
4. The bank robbery occurred _____ I was in the restroom.
 - A. that
 - B. during
 - C. while
 - D. which
5. Yeast is an organic catalyst _____ known to prehistoric humanity.
 - A. was
 - B. which was
 - C. which it
 - D. which

This kind of darting from one context to another to another in a test has become so commonplace that learners almost expect the disjointedness. Some improvement of these items is possible by providing some context within each item:

Contextualized multiple-choice vocabulary/grammar tasks

1. Oscar: Do you like champagne?
Lucy: No, I can't _____ it!
A. stand
B. prefer
C. hate
2. Manager: Do you like to work by yourself?
Employee: Yes, I like to work _____
A. independently
B. definitely
C. impatiently
3. Jack: Do you have a coat like this?
John: Yes, mine is _____yours.
A. so same as
B. the same like
C. as same as
D. the same as
4. Boss: Where did I put the Johnson file?
Secretary: I think _____is on your desk.
A. you were the file looking at
B. the you were looking at tile
C. the file you were looking at
D. you were looking at the file

A better contextualized format is to offer a modified cloze test (see page 201 for a treatment of cloze testing) adjusted to fit the objectives being assessed. In the example below, a few lines of English add to overall context.

Multiple-choice doze vocabulary/grammar task

I've lived in the United States ____ (21) three years. I (22) ____ live in Costa Rica. I (23) ____ speak any English. I used ____ to (24) homesick, but raw enjoy (25) ____ here. I have never (26) ____ back home (27) ____ I came to the United States, but I might (28) ____ to visit my family soon.

- | | |
|-----------------|-------------|
| 21. A. since | 25. A. live |
| B. for | B. to live |
| C. during | C. living |
| 22. A. used to | 26. A. be |
| B. use to | B. been |
| C. was | C. was |
| 23. A. couldn't | 27. A. when |
| B. could | B. while |
| C. can | C. since |
| 24. A. been | 28. A. go |
| B. be | B. will go |
| C. being | C. going |

The context of the story in this example may not specifically help the test-taker to respond to the items more easily, but it allows the learner to attend to one set of related sentences for eight items that assess vocabulary and grammar. Other con-texts might involve some content dependencies, such that earlier sentences predict the correct response for a later item. Thus, a pair of sentences in a short

He showed his suitcase (29) ____ me, but it wasn't big (30) ____ to fit all his clothes. So I gave him my suitcase, which was (31) ____

29. A. for
B. from
C. to
30. A. so
B. too
C. enough
31. A. larger
B. smaller
C. largest

To respond to item #31 correctly, the test-taker needs to be able to comprehend the context of needing a *larger*, but not an equally grammatically correct smaller, suit-case. While such dependencies offer greater authenticity to an assessment, they also add the potential problem of a test-taker's missing several later items because of an earlier comprehension error.

Matching Tasks

At this selective level of reading, the test-taker's task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary. Following is a typical format:

Vocabulary matching task

Write in the letter of the definition on the right that matches the word on the left.

- | | |
|-----------------------|----------------------------|
| _____ 1. Exhausted | a. unhappy |
| _____ 2. Disappointed | h. understanding of others |
| _____ 3. enthusiastic | c. tired |
| _____ 4. empathetic | d. excited |

To add a communicative quality to matching, the first numbered list is some-times a set of sentences with blanks in them, with a list of words to choose from:

Selected response fill-in vocabulary task

1. At the end of the long race, the runners were totally _____
2. My parents were _____ with my bad performance on the final exam.
3. Everyone in the office was _____ about the new salary raises.
4. The _____ listening of the counselor made Christina feel well understood.

Choose from among the following:

- disappointed
- empathetic
- exhausted
- enthusiastic

Alderson (2000, p. 218) suggested matching procedures at an even more sophisticated level, where test-takers have to discern pragmatic interpretations of certain signs or labels such as "Freshly made sandwiches" and "Use before 10/23/02." Matches for those two are "We sell food" and "This is too old:" which are selected from a number of other options.

Matching tasks have the advantage of offering an alternative to traditional multiple-choice or fill-in-the-blank formats and are sometimes easier to construct than multiple-choice items, as long as the test designer has chosen the matches carefully. Some disadvantages do come with this framework, however. They can become more of a puzzle-solving process than a genuine test of comprehension as test-takers struggle with the search for a match, possibly among 10 or 20 different items. Like other tasks in this section, they also are contrived exercises that are endemic to academia that will seldom be found in the real world.

Editing Tasks

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading. The TOEFL[®] and many other tests employ this technique with the argument that it not only focuses on grammar but also introduces a simulation of the authentic task of editing, or discerning errors in written passages. Its authenticity may be supported if you consider proof-reading as a real-world skill that is being tested. Here is a typical set of examples of editing.

Multiple-choice grammar editing task (Phillips, 2001, p. 219)

Test-takers read: Choose the letter of the underlined word that is not correct.

1. The abrasively action of the wind wears away softer layers of rock.

A B C D

2. There are two way of making a gas condense: cooling it or putting it under

A B C D

pressure.

3. Researchers have discovered that the application of bright light can sometimes

A B

be uses to overcome jet lag.

C D

The above examples, with their disparate subject-matter content, are not as authentic as asking test-takers to edit a whole essay (see discussion below, pages 207-208). Of course, if learners have never practiced error detection tasks, the task itself is of some difficulty. Nevertheless, error detection has been shown to be positively correlated with both listening comprehension and reacting comprehension results on the TOEFL, at $r = .58$ and $.76$, respectively (TOM Score User Guide, 2001). Despite some authenticity quibbles, this task maintains a construct validity that justifies its use.

(f) DESIGNING ASSESSMENT TASKS: INTERACTIVE READING

Tasks at this level, like selective tasks, have a combination of form-focused and meaning-focused objectives but with more emphasis on meaning. Interactive tasks may therefore imply a little more focus on top-down processing than on bottom-up. Texts are a little longer, from a paragraph to as much as a page or so in the case of ordinary prose. Charts, graphs, and other graphics may be somewhat complex in their format.

Cloze Tasks

One of the most popular types of reading assessment task is the doze procedure. The word doze was coined by educational psychologists to capture the Gestalt psychological concept of "closure," that is, the ability to fill in gaps in an incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details.

In written language, a sentence with a word left out should have enough con-text that a reader can close that gap with a calculated guess, using linguistic expectancies (formal schemata), background experience (content schemata), and some strategic competence. Based on this assumption, doze tests were developed for native language readers and defended as an appropriate gauge of reading ability. Some research (Oiler. 1973. 1976, 1979) on second language acquisition vigorously defends doze testing as an integrative measure not only of reading ability but also of other language abilities. It was argued that the ability to make coherent guesses in doze gaps also taps into the ability to listen, speak, and write. With the decline of zeal for the search for the ideal integrative test in recent years, doze testing has returned to a more appropriate status as one of a number of assessment procedures available for testing reading ability.

Cloze tests are usually a minimum of two paragraphs in length in order to account for discourse expectancies. They can be constructed relatively easily as long as the specifications for choosing deletions and for scoring are clearly defined. Typically every seventh word (plus or minus two) is deleted (known as fixed-ratio deletion), but many doze test designers instead use a rational deletion procedure of choosing deletions according to the grammatical or discourse functions of the words. Rational deletion also allows the designer to avoid deleting words that would be difficult to predict from the context. For example, in the sentence "Everyone in the crowd

enjoyed the gorgeous sunset," the seventh word is gorgeous, but learners could easily substitute other appropriate adjectives. Traditionally, doze passages have between 30 and 50 blanks to fill, but a passage with as few as half a dozen blanks can legitimately be labeled a doze test.

Two approaches to the scoring of doze tests are commonly used. The exact word method gives credit to test-takers only if they insert the exact word that was originally deleted. The second method, appropriate word scoring, credits the test-taker for supplying any word that is grammatically correct and that makes good sense in the context. In the sentence above about the "gorgeous sunset," the test-takers would get credit for supplying beautiful, amazing, and spectacular. The choice between the two methods of scoring is one of practicality/reliability vs. face validity. In the exact word approach, scoring can be done quickly (especially if the procedure uses a multiple-choice technique) and reliably. The second approach takes more time because the teacher must determine whether each response is indeed appropriate. but students will perceive the test as being fairer: they won't get "marked off" for appropriate, grammatically correct responses.

The following excerpts from a longer essay illustrate the difference between rational and fixed-ratio deletion, and between exact word and appropriate word scoring.

Cloze procedure, fixed-ratio deletion (every seventh word)

The recognition that one's feelings of (1) _____ and unhappiness can coexist much like (2) _____ and hate in a close relationship (3) _____ offer valuable clues on how to (4) _____ a happier life. It suggests, for (5) _____ that changing or avoiding things that (6) _____ you miserable may well make you (7) _____ miserable but probably no happier.

Cloze procedure, rational deletion (prepositions and conjunctions)

The recognition that one's feelings (1) _____ happiness (2) _____ unhappiness can coexist much like love and hate (3) _____ a close relationship may offer valuable clues (4) _____ how to lead a happier life. It suggests, (5) _____ example, that changing (6) _____ avoiding things that make you miserable may well make you less miserable (7) _____ probably no happier.

In both versions there are seven deletions, but the second version allows the test designer to tap into prediction of prepositions and conjunctions in particular. And the second version provides more wash back as students focus on targeted grammatical features.

Both of the scoring methods named above could present problems, with the first version presenting a little more ambiguity. Possible responses might include:

Fixed-ratio version, blank #3: may might, could, can
 #4: lead, live, have, sect'
 #5: example, instance

Rational deletion version, blank = 4: on, about
 = 6: or; and
 = 7: but, and

Arranging a doze test in a multiple-choice format allows even more rapid scoring: hand scoring with an answer key or hole-punched grid, or computer scoring using scannable answer sheets. Multiple-choice doze tests must of course adhere to all the other guidelines for effective multiple-choice items that were covered in Chapter 4. especially the choice of appropriate distractors; therefore they can take much longer to construct - possibly too long to pay off in a classroom setting.

Some variations on standard doze testing have appeared over the years; two of the better known are the C-test and the doze-elide procedure. In the C-test (Klein Braley & Raatz, 1984; Klein-Braley,

1985; Dornyei & Katona, 1992), the second half (according to the number of letters) of every other word is obliterated and the test taker must restore each word. While Klein-Braley and others vouched for its validity and reliability, many consider this technique to be "even more irritating to complete than doze tests" (Alderson, 2000, p. 225). Look at the following example and judge for yourself:

C-test procedure

The recognition th ____ one's feel _____ of happ _____ and unhap ____ can
 coe _____ much _____ li ____ love a ____ hate i_ a cl ____ relati ____ may of _____
 valuable cl ____ on h ____ to le ____ a hap _____ life. I_ suggests, f_ example, th ____
 changing o_ avoiding thi ____ that ma ____ you mise _____ may we ____ make y ____
 less mise _____ but prob _____ no hap _____

text that don't belong. The test-taker's task is to detect and cross out the "intrusive" words. Look at the same familiar passage:

Cloze-elide procedure

The recognition that one's now feelings of happiness and unhappiness can under coexist much like love and hate in a close then relationship may offer valuable clues on how to lead a happier with life. It suggests, for example, that changing or avoiding my things that make you miserable may well make you less miserable ever but probably no happier.

Critics of this procedure (Davies, 1975) claimed that the cloze-elide procedure is actually a test of reading speed and not of proofreading skill, as its proponents asserted. Two disadvantages are nevertheless immediately apparent: (1) Neither the words to insert nor the frequency of insertion appears to have any rationale. (2) Most and efficient readers are not adept at detecting the intrusive words. Good readers naturally weed out such potential interruptions.

Editing (Longer Texts)

The previous section of this chapter (on selective reading) described editing tasks. but there the discussion was limited to a list of unrelated sentences, each presented with an error to be detected by the test-taker. The same technique has been applied successfully to longer passages of 200 to 300 words. Several advantages are gained in the longer format.

First, *authenticity* is increased. The likelihood that students in English class-rooms will read connected prose of a page or two is greater than the likelihood of their encountering the contrived format of unconnected sentences. Second, the task simulates proofreading one's own essay, where it is imperative to find and correct errors. And third, if the test is connected to a specific curriculum (such as placement into one of several writing courses), the test designer can draw up specifications for a number of grammatical and rhetorical categories that match the content of the courses. Content validity is thereby supported, and along with it the face validity of a task in which students are willing to invest.

Imao's (2001) test introduced one error in each numbered sentence. Test-takers followed the same procedure for marking errors as described in the previous section. Instructions to the student included a sample of the kind of connected prose that test-takers would encounter:

Contextualized grammar editing tasks (Imao, 2001)

(1) <u>Ever</u> since supermarkets first <u>appeared</u> , they have been <u>take</u> over <u>the</u> world.	A	B	C	D
(2) <u>Supermarkets</u> have changed people's life <u>styles</u> , yet <u>and</u> at the same time,	A	B	C	
changes in people's life <u>styles</u> have encouraged the opening of supermarkets.				
(3) As		D		
a <u>result this</u> , many small <u>stores</u> have been <u>forced</u> out of business. (4) <u>Moreover</u> ,				
some	A	B	C	D
				B

This can all be achieved in a multiple-choice format with computer scannable scoring for a rapid return of results. Moreover, not only does an overall score provide a holistic assessment, but for the placement purposes that Imao's research addressed, teachers were able to be given a diagnostic chart of each student's results within all of the specified categories of the test. For a total of 32 to 56 items in his editing test, Imao (2001, p. 185) was able to offer teachers a computer-generated breakdown of performance in the following categories:

- Sentence structure
- Verb tense
- Noun/article features
- Modal auxiliaries
- Verb complements
- Noun clauses
- Adverb clauses
- Conditionals

Logical connectors

Adjective clauses (including relative clauses)

Passives

These categories were selected for inclusion from a survey of instructors' syllabuses in writing courses and proofreading workshops. This is an excellent example of the washback effect of a relatively large-scale, standardized multiple-choice test. While 'one would not want to use such data as absolutely predictive of students' future work, they can provide guidelines to a teacher on areas of potential focus as the writing course unfolds.

Scanning

Scanning is a strategy used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text (prose or something in a chart or graph format) and requiring rapid identification of relevant hits of information. Possible stimuli include

- a one- to two-page news article,
- an essay,
- a chapter in a textbook,
- a technical report,
- a table or chart depicting some research findings,
- a menu, and
- an application form.

Among the variety of scanning objectives (for each of the genres named above), the test-taker must locate

- a date, name, or place in an article;
- the setting for a narrative or story;
- the principal divisions of a chapter;
- the principal research finding in a technical report;

- a result reported in a specified cell in a table;
- the cost of an item on a menu; and
- specified data needed to fill out an application.

Scoring of such scanning tasks is amenable to specificity if the initial directions are specific ("How much does the dark chocolate torte cost?"). Since one of the purposes of scanning is to quickly identify important elements, timing may also be calculated into a scoring procedure.

(g) DESIGNING ASSESSMENT TASKS: EXTENSIVE READING

Extensive reading involves somewhat longer texts than we have been dealing with up to this point. Journal articles, technical reports, longer essays, short stories, and books fall into this category. The reason for placing such reading into a separate category is that reading of this type of discourse almost always involves a focus on meaning using mostly top-down processing, with only occasional use of a targeted bottom-up strategy. Also, because of the extent of such reading, formal assessment is unlikely to be contained within the time constraints of a typical formal testing framework, which presents a unique challenge for assessment purposes.

Another complication in assessing extensive reading is that the expected response from the reader is likely to involve as much written (or sometimes oral) performance as reading. For example, in asking test-takers to respond to an article or story, one could argue that a greater emphasis is placed on writing than on reading. This is no reason to sweep extensive reading assessment under the rug; teachers should not shrink from the assessment of this highly sophisticated skill.

Before examining a few tasks that have proved to be useful in assessing extensive reading, it is essential to note that a number of the tasks described in previous categories can apply here. Among

them are

- impromptu reading plus comprehension questions,
- short-answer tasks,
- editing,
- scanning,
- ordering,
- information transfer, and
- interpretation (discussed under graphics).

In addition to those applications are tasks that are unique to extensive reading: skimming, summarizing, responding to reading, and note-taking.

Skimming Tasks

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty, and/or its usefulness to the reader. Of course skimming can apply to texts of less than one page, so it would be wise not to confine this type of task just to extensive texts.

Assessment of skimming strategies is usually straightforward: the test-taker skims a text and answers questions such as the following:

Skimming tasks

What is the main idea of this text?
What is the author's purpose in writing the text?
What kind of writing is this [newspaper article, manual, novel, etc.]?
What type of writing is this [expository, technical, narrative, etc.]?
How easy or difficult do you think this text will be?
What do you think you will learn from the text?
How useful will the text be for your [profession, academic needs, interests]?

Responses are oral or written, depending on the context. Most assessments in the domain of skimming are informal and formative: they are grist for an imminent discussion, a more careful reading to follow, or an in-class discussion, and therefore their washback potential is good. Insofar as the subject matter and tasks are useful to a student's goals, authenticity is preserved. Scoring is less of an issue than providing appropriate feedback to students on their strategies of prediction.

Summarizing and Responding

One of the most common means of assessing extensive reading is to ask the test-taker to write a summary of the text. The task that is given to students can be very simply worded:

Directions for summarizing

Write a summary of the text. Your summary should be about one paragraph in length (100–150 words) and should include your understanding of the main idea and supporting ideas.

Evaluating summaries is difficult: Do you give test-takers a certain number of points for targeting the main idea and its supporting

ideas? Do you use a full/partial/no-credit point system? Do you give a holistic: score? Imao (2001) used four criteria for the evaluation of a summary:

Criteria for assessing a summary itmao, 2001, p. 184)

1. Expresses accurately the main idea and supporting ideas.
2. Is written in the student's own words; occasional vocabulary from the original text, is acceptable.
3. Is logically organized.
4. Displays facility in the use of language to clearly express ideas in the text.

As you can readily see, a strict adherence to the criterion of assessing reading, and reading only, implies consideration of only the first tractor; the other three pertain to writing performance. The first criterion is nevertheless a crucial tractor; otherwise the reader-writer could pass all three of the other criteria with virtually no understanding of the text itself. Evaluation of the reading comprehension criterion will of necessity remain somewhat subjective because the teacher will need to determine degrees of fulfillment of the objective (see below for more about scoring this task).

2. ASSESSING WRITING

Not many centuries ago, writing was a skill that was that exclusive domain of scribes and scholars in educational or religious institutions. Almost every aspect of everyday life for "common" people was carried out orally. Business transactions, records, legal documents, political and military agreements—all were written by specialist whose vocation it was to render language into the written word. Today, the ability to write has become an indispensable skill in our global literate community. Writing skill at least at rudimentary levels, is a necessary condition for achieving employments in many walks of life and is

simply taken for granted in literate cultures.

In the field of second language teaching, only a half-century ago experts were saying that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. Now we understand the uniqueness of writing as skill with its own features and conventions. We also fully understand the difficulty of learning to write "well" in any language, even in our own native language. Every educated child developed countries learns the rudiments of writing in his or her native language, but very few learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose. And yet we expect second language learners to write coherent essays with artfully chosen rhetorical and discourse devices!

With such a monumental goal, the job of teaching, writing has occupied the attention of papers, articles, dissertations, books, even separate professional journals exclusively devoted to writing in a second language. I refer specifically to the journal of *Second Language Writing*; consult the website <http://icdweb.cc.purdue.edu/~silvavt/jslw/> for information. (For further information on issues and practical techniques in teaching writing, refer to TBP. Chapter 19.)

It follows logically that the assessment of writing is no simple tasks. As you can consider assessing student's writing ability, as usual you need to be clear about your objective or criterion. What is it you want to test handwriting ability? Correct spelling? Writing sentence that are grammatical correct? Paragraph construction? Logical development of a main idea? All of these, and more, are possible objectives. And each objective can be assessed through a variety of tasks, which we will examine in this chapter.

Before looking at specific tasks, we must scrutinize the different genres of written language (so that context and purpose are clear), types of writing (so that stages of the development of writing ability are accounted for), and micro- and macroskills of writing (so that objectives can be pinpointed precisely).

(a). GENRES OF WRITTEN LANGUAGE

The discussion of assessment of reacting listed more than 50 written language genres. The same classification scheme is reformulated here to include the most common genres that a second language writer might produce, within and beyond the requirements of a curriculum. Even though this list is slightly shorter, you should be aware of the surprising multiplicity of options of written genres that second language learners need to acquire.

Genres or writing**1. Academic writing**

papers and general subject reports
 essays, compositions
 academically focused journals
 short-answer test responses
 technical reports (e.g., lab reports)
 theses, dissertations

2. Job-related writing

messages (e.g., phone messages)
 letters/emails
 memos (e.g., interoffice)
 reports (e.g., job evaluations, project reports)
 schedules, labels, signs
 advertisements, announcements
 manuals

3. Personal writing

letters, emails, greeting cards, invitations
 messages, notes
 calendar entries, shopping lists, reminders
 financial documents (e.g., checks, tax forms, loan applications)
 forms, questionnaires, medical reports, immigration documents
 diaries, personal journals
 fiction (e.g., short stories, poetry)

(b). TYPES OF WRITING PERFORMANCE

Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

1. *Imitative*. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2. *Intensive (controlled)*. Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3. *Responsive*. Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will

achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

4. Extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

(c). MICRO- AND MACROSKILLS OF WRITING

We turn once again to a taxonomy of micro- and macroskills that will assist you in defining the ultimate criterion of an assessment procedure. The earlier microskills apply more appropriately to imitative and intensive types of writing task, while the macroskills are

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.

Macroskills

7. Use the rhetorical forms and conventions of written discourse.
8. Appropriately accomplish the communicative functions of written texts according to form and purpose.
9. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
10. Distinguish between literal and implied meanings when writing.

11. Correctly convey culturally specific references in the context of the written text.
12. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

(d). DESIGNING ASSESSMENT TASKS: IMITATIVE WRITING

With the recent worldwide emphasis on teaching English at young ages, it is tempting to assume that every English learner knows how to handwrite the Roman alphabet. Such is not the case. Many beginning-level English learners, from young children to older adults, need basic training in and assessment of imitative writing the rudiments of forming letters, words, and simple sentences. We examine this level of writing first.

Tasks in [Hand] Writing Letters, Words, and Punctuation

First, a comment should be made on the increasing use of personal and laptop computers and handheld instruments for creating written symbols. Handwriting has the potential of becoming a lost art as even very young children are more and more likely to use a keyboard to produce writing. Making the shapes of letters and other symbols is now more a question of learning typing skills than of training the muscles of the hands to use a pen or pencil. Nevertheless, for all practical purposes, hand-writing remains a skill of paramount importance within the larger domain of language assessment.

A limited variety of types of tasks are commonly used to assess a person's ability to produce written letters and symbols. A few of the more common types are described here.

1. Copying. There is nothing innovative or modern about directing a test-taker to copy letters or words. The test-taker will see something like the following:

Handwriting letters, words, and punctuation marks

The test-taker reads: Copy the following words in the spaces given:

Bit	bet	bat	but	Oh?	Oh!
_____	_____	_____	_____	_____	_____
Bin	din	gin	pin	Hello, John.	

2. Listening doze selection tasks. These tasks combine dictation with a written script that has a relatively frequent deletion ratio (every fourth or fifth word, perhaps). The test sheet provides a list of missing words from which the test-taker must select. The purpose at this stage is not to test spelling but to give practice in writing. To increase the difficulty, the list of words can be deleted, but then spelling might become an obstacle. Probes look like this:

Listening doze selection task

Test-takers hear:

Write the missing word in each blank. Below the story is a list of words to choose from.

Have you ever visited San Francisco? It is a very nice city. It is cool in the summer and warm in the winter. I like the cable cars and bridges.

Test-takers see:

Have _____ ever visited San Francisco? It _____ a very Nice _____. It is _____ in summer and _____ in the winter. I _____ the cable cars _____ bridges.

is	you	cool	city
like	and	warm	the

3. Picture-cued tasks. Familiar pictures are displayed, and test-takers are told to write the word that the picture represents. Assuming no ambiguity in identifying the picture (cat, hat, chair, table, etc.), no

reliance is made on aural comprehension for successful completion of the task.

4. Form completion tasks. A variation on pictures is the use of a simple form (registration, application, etc.) that asks for name, address, phone number, and other data. Assuming, of course, that prior classroom instruction has focused on filling out such forms, this task becomes an appropriate assessment of simple tasks such as writing one's name and address.

5. Converting numbers and abbreviations to words. Some tests have a section on which numbers are written - for example, hours of the day, dates, or schedules - and test-takers are directed to write out the numbers. This task can serve as a reasonably reliable method to stimulate handwritten English. It lacks authenticity, however, in that people rarely write out such numbers (except in writing checks), and it is more of a reading task (recognizing numbers) than a writing task. If you plan to use such a method, be sure to specify exactly what the criterion is, and then proceed with some caution.. Converting abbreviations to words is more authentic: we actually do have occasions to write out days of the week, months, and words like street, boulevard, telephone, and April (months of course are often abbreviated with numbers). Test tasks may take this form:

Writing numbers and abbreviations

Test-takers hear: Fill in the blanks with words.

Test-takers see:

9:00	_____	5:45	_____
Tues.	_____	5/ 3	_____
726 S. Main St.	_____		

Spelling Tasks and Detecting Phoneme-Grapheme Correspondences

A number of task types are in popular use to assess the ability to spell words correctly and to process phoneme-grapheme correspondences.

1. Spelling tests. In a traditional, old-fashioned spelling test, the teacher dictates a simple list of words, one word at a time, followed by the word in a sentence, repeated again, with a pause for test-takers to write the word. Scoring emphasizes correct spelling. You can help to control for listening errors by choosing words that the students have encountered before—words that they have spoken or heard in their class.

2. Picture-cued tasks. Pictures are displayed with the objective of focusing on familiar words whose spelling may be unpredictable. Items are chosen according to the objectives of the assessment, but this format is an opportunity to present some challenging words and word pairs: boot/book, read/reed, bit/bite, etc.

3. Multiple-choice techniques. Presenting words and phrases in the form of a multiple-choice task risks crossing over into the domain of assessing reading, but if the items have a follow-up writing component, they can serve as formative reinforcement of spelling conventions. They might be more challenging with the addition of homonyms (see item #3 below). Here are some examples.

Multiple-choice reading-writing spelling tasks

Test-takers read:

Choose the word with the correct spelling to fit the sentence, then write the word in the space provided.

1. He washed his hands with _____
- A. soap
 - B. sope
 - C. sop
 - D. soup

2. I tried to stop the car, but the _____ didn't work.
- A. braicks
 - B. brecks
 - C. brakes
 - D. bracks
3. The doorbell rang, but when I went to the door, no one was-----
- B. their
 - C. there
 - D. they're
 - E. thair

4. Matching phonetic symbols. If students have become familiar with the phonetic alphabet, they could be shown phonetic symbols and asked to write the correctly spelled word alphabetically. This works best with letters that do not have one-to-one correspondence with the phonetic symbol (e.g., /x/ and a). In the sample below, the answers, which of course do not appear on the test sheet, are included in brackets for your reference.

Converting phonetic symbols

Test-takers read:

In each of the following words, a letter or combination of letters has been written in a phonetic symbol. Write the word using the regular alphabet.

1. tea/t f/ er	_____	[teacher]
2. d /e/	_____	[day]
3. /ð/ is	_____	[this]
4. n /au/	_____	[now]
5. l /at/k/	_____	[like]
6. c/æ/t	_____	[cat]

Such a task risks confusing students who don't recognize the phonetic alphabet or use it in their daily routine. Opinion is mixed on the value of using phonetic symbols at the literacy level. Some claim it helps students to perceive the relationship between phonemes and graphemes. Others caution against using yet another system of symbols when the alphabet already poses a challenge, especially for adults for whom English is the only language they have learned to read or write.

(e). DESIGNING ASSESSMENT TASKS: INTENSIVE (CONTROLLED) WRITING

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form-focused writing, grammar writing, or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. The traditional grammar/vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-taker's ability to combine or use words correctly. No new information is passed on from one person to the other.

Dictation and Dicto-Comp

In Chapter 6, dictation was described as an assessment of the integration of listening and writing, but it was clear that the primary skill being assessed is listening. Because of its response mode, however, it deserves a second mention in this chapter. Dictation is simply the rendition in writing of what one hears aurally, so it could be classified as an imitative type of writing, especially since a proportion of the test-taker's performance centers on correct spelling. Also,

because the test-taker must listen to stretches of discourse and in the process insert punctuation, dictation of a paragraph or more can arguably be classified as a controlled or intensive form of writing. (For a further explanation on administering a dictation, consult Chapter 6, pages 131-132.)

A form of controlled writing related to dictation is a dicto-comp. Here, a paragraph is read at normal speed, usually two or three times; then the teacher asks students to rewrite the paragraph from the best of their recollection. In one of several variations of the dicto-comp technique, the teacher, after reading the passage, distributes a handout with key words from the paragraph, in sequence, as cues for the students. In either case, the dicto-comp is genuinely classified as an intensive, if not a responsive, writing task. Test-takers must internalize the content of the passage, remember a few phrases and lexical items as key words, then recreate the story in their own words.

Grammatical Transformation Tasks

In the heyday of structural paradigms of language teaching with slot-Filler techniques and slot substitution drills, the practice of making grammatical transformations-orally or in writing-was very popular. To this day, language teachers have also used this technique as an assessment task, ostensibly to measure grammatical competence.

Numerous versions of the task are possible:

- Change the tenses in a paragraph.
- Change full forms of verbs to reduced forms (contractions).
- Change statements to yes/no or *wb*-questions.
- Change questions into statements.
- Combine two sentences into one using a relative pronoun.
- Change direct speech to indirect speech.
- Change from active to passive voice.

The list of possibilities is almost endless. The tasks are virtually devoid of any meaningful value. Sometimes test designers attempt to add authenticity by providing a context ("Today Doug is doing all these things. Tomorrow he will do the same things again. Write about what Doug will do tomorrow by using the future tense."), but this is just a backdrop for a written substitution task. On the positive side, grammatical transformation tasks are easy to administer and are therefore practical, quite high in scorer reliability, and arguably tap into a knowledge of grammatical *forms* that will be performed through writing. If you are only interested in a person's ability to produce the forms, then such tasks may prove to be justifiable.

Vocabulary Assessment Tasks

Most vocabulary study is carried out through reading. A number of assessments of reading recognition of vocabulary were discussed in the previous chapter: multiple-choice techniques, matching, picture-cued identification, doze techniques, guessing the meaning of a word in context, etc. The major techniques used to assess vocabulary are (a) defining and (b) using a word in a sentence. The latter is the more authentic, but even that task is constrained by a contrived situation in which the test-taker, usually in a matter of seconds, has to come up with an appropriate sentence, which may or may not indicate that the test-taker "knows" the word.

Read (2000) suggested several types of items for assessment of

Test-takers read:

1. Write two sentences, A and B. In each sentence, use the two words given.
 - A. interpret, experiment _____
 - B. interpret, language _____
2. Write three words that can fit in the blank.

To interpret a(n) ____ i. _____

ii. _____ iii. _____

3. Write the correct ending for the word in each of the following sentences:

Someone who interprets is an interpret _____.

Something that can be interpreted is interpret _____.

Someone who interprets gives an interpret _____.

Vocabulary assessment is clearly form-focused in the above tasks, but the procedures are creatively linked by means of the target word, its collocations, and its morphological variants. At the responsive and extensive levels, where learners are called upon to create coherent paragraphs, performance obviously becomes more authentic, and lexical choice is one of several possible components of the evaluation of extensive writing.

Ordering Tasks

One task at the sentence level may appeal to those who are fond of word games and puzzles: ordering (or reordering) a scrambled set of words into a correct sentence. Here is the way the item format appears.

Reordering words in a sentence

Test-takers read:

Put the words below into the correct order to make a sentence:

1. cold / winter / is / weather / the / in / the
2. studying / what / you / are
3. next / clock / the / the / is / picture / to

Test-takers write:

1. The weather is cold in the winter.
2. What are you studying?
3. The clock is next to the picture.

While this somewhat inauthentic task generates writing performance and may be said to tap into grammatical word-ordering rules, it presents a challenge to test-takers whose learning styles do not dispose them to logical-mathematical problem solving. If sentences are kept very simple (such as #2) with perhaps no more than four or five words, if only one possible sentence can emerge, and if students have practiced the technique in class, then some justification emerges. But once again, as in so many writing techniques, this task involves as much, if not more, reading performance as writing.

(f). DESIGNING ASSESSMENT TASKS: RESPONSIVE AND EXTENSIVE WRITING

In this section we consider both responsive and extensive writing tasks. They will be regarded here as a continuum of possibilities ranging from lower-end tasks whose complexity exceeds those in the previous category of intensive or controlled writing, through more open-ended tasks such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

Paraphrasing

One of the more difficult concepts for second language learners to grasp is paraphrasing. The initial step in teaching paraphrasing is to ensure that learners understand the importance of paraphrasing: to say something in one's own words, to avoid plagiarizing, to offer some variety in expression. With those possible motivations and purposes in mind, the test designer needs to elicit a paraphrase of a sentence or paragraph, usually not more.

Scoring of the test-taker's response is a judgment call in which the criterion of conveying the same or similar message is primary, with secondary evaluations of discourse, grammar, and vocabulary. Other components of analytic or holistic scales (see discussion

below, page 242) might be considered as criteria for an evaluation. Paraphrasing is more often a part of informal and formative assessment than of formal, summative assessment, and therefore student responses should be viewed as opportunities for teachers and students to gain positive washback on the art of paraphrasing.

Guided Question and Answer

Another lower-order task in this type of writing, which has the pedagogical benefit of guiding a learner without dictating the form of the output, is a guided question-and-answer format in which the test administrator poses a series of questions that essentially serve as an outline of the emergent written text. In the writing of a narrative that the teacher has already covered in a class discussion, the following kinds of questions might be posed to stimulate a sequence of sentences.

Guided writing stimuli

1. Where did this story take place? [setting]
2. Who were the people in the story? [characters]
3. What happened first? and then? and then? [sequence of events]
4. Why did _____ do _____?
[reasons, causes]
5. What did _____ think about _____?
[opinion]
6. What happened at the end? [climax]
7. What is the moral of this story? [evaluation]

Guided writing texts, which may be as long as two or three paragraphs, may be scored on either an analytic or a holistic scale (discussed below). Guided writing prompts like these are less likely to

appear on a formal test and more likely to serve as a way to prompt initial drafts of writing. This first draft can then undergo the editing and revising stages discussed in the next section of this chapter.

A variation on using guided questions is to prompt the test-taker to write from an outline. The outline may be self-created from earlier reading and/or discussion, or, which is less desirable, be provided by the teacher or test administrator. The out-line helps to guide the learner through a presumably logical development of ideas that have been given some forethought. Assessment of the resulting text follows the same criteria listed below (=3 in the next section, paragraph construction tasks).

Paragraph Construction Tasks

The participation of reading performance is inevitable in writing effective paragraphs. To a great extent, writing is the art of emulating what one reads. You read an effective paragraph: you analyze the ingredients of its success; you emulate it. Assessment of paragraph development takes on a number of different forms:

1. Topic sentence writing. There is no cardinal rule that says every paragraph must have a topic sentence. but the stating of a topic through the lead sentence (or a subsequent one) has remained as a tried-and-true technique for teaching the concept of a paragraph. Assessment thereof consists of

- specifying the writing of a topic sentence,
- scoring points for its presence or absence. and
- scoring and/or commenting on its effectiveness in stating the topic.

2. Topic development within a paragraph. Because paragraphs are intended to provide a reader with 'clusters' of

meaningful. connected thoughts or ideas, another stage of assessment is development of an idea within a paragraph. Four criteria are commonly applied to assess the quality of a paragraph:

- the clarity of expression of ideas
- the logic of the sequence and connections
- the cohesiveness or unity of the paragraph
- the overall effectiveness or impact of the paragraph as a whole

3. Development of main and supporting ideas across paragraphs. As writers string two or more paragraphs together in a longer text (and as we move up the continuum from responsive to extensive writing), the writer attempts to articulate a thesis or main idea with clearly stated supporting ideas. These elements can be considered in evaluating a multi-paragraph essay:

- addressing the topic, main idea, or principal purpose
- organizing and developing supporting ideas
- using appropriate details to undergird supporting ideas
- showing facility and fluency in the use of language
- demonstrating syntactic variety

(g). SCORING METHODS FOR RESPONSIVE AND EXTENSIVE WRITING

At responsive and extensive levels of writing, three major approaches to scoring writing performance are commonly used by test designers: holistic, primary trait, and analytical. In the first method a single score is assigned to an essay, which represents a reader's general overall assessment. Primary trait scoring is a variation of the holistic method in that the achievement of the primary purpose, or trait, of an essay is the only factor rated. Analytical scoring breaks a test-taker's written text down into a number of subcategories (organization, grammar,

etc.) and gives a separate rating for each.

Holistic Scoring

The TWE scoring scale above is a prime example of holistic scoring. In Chapter 7, a rubric for scoring oral production holistically was presented. Each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. Descriptors usually (but not always) follow a prescribed pattern. For example, the first descriptor across all score categories may address the quality of task achievement, the second may deal with organization, the third with grammatical or rhetorical considerations, and so on. Scoring, however, is truly holistic in that those subsets are not quantitatively added up to yield a score.

Advantages of holistic scoring include

- fast evaluation,
- relatively high inter-rater reliability,
- the fact that scores represent "standards" that are easily interpreted by lay persons,
- the fact that scores tend to emphasize the writer's strengths (Cohen, 1994, p. 315), and
- applicability to writing across many different disciplines.

Its disadvantages must also be weighed into a decision on whether to use holistic scoring:

- One score masks differences across the subskills within each score.
- No diagnostic information is available (no washback potential).
- The scale may not apply equally well to all genres of writing.
- Raters need to be extensively trained to use the scale accurately.

In general, teachers and test designers lean toward holistic scoring only when it is expedient for administrative purposes. As long as trained evaluators are in place, differentiation across six levels may be quite adequate for admission into an institution or placement into courses. For classroom instructional purposes, holistic scores provide very little information. In most classroom settings where a teacher wishes to adapt a curriculum to the needs of a particular group of students, much more differentiated information across subskills is desirable than is provided by holistic scoring.

Primary Trait Scoring

A second method of scoring, primary trait, focuses on "how well students can write within a narrowly defined range of discourse" (Weigle, 2002, p. 110). This type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text's achieving that one goal. For example, if the purpose or function of an essay is to persuade the reader to do something, the score for the writing would rise or fall on the accomplishment of that function. If a learner is asked to exploit the imaginative function of language by expressing personal feelings, then the response would be evaluated on that feature alone.

For rating the primary trait of the text, Lloyd-Jones (1977) suggested a four-point scale ranging from zero (no response or fragmented response) to 4 (the purpose is unequivocally accomplished in a convincing fashion). It almost goes without saying that organization, supporting details, fluency, syntactic variety, and other features will implicitly be evaluated in the process of offering a primary trait score. But the advantage of this method is that it allows both writer and evaluator to focus on function. In summary, a primary trait score would assess

- the accuracy of the account of the original (summary),

- the clarity of the steps of the procedure and the final result (lab report),
- the description of the main features of the graph (graph description), and
- the expression of the writers opinion (response to an article).

Analytic Scoring

For classroom instruction, holistic scoring provides little washback into the writer's further stages of learning. Primary trait scoring focuses on the principal function of the text and therefore offers some feedback potential, but no washback for any of the aspects of the written production that enhance the ultimate accomplishment of the purpose. Classroom evaluation of learning is best served through analytic scoring, in which as many as six major elements of writing are scored, thus enabling learners to home in on weaknesses and to capitalize on strengths.

Analytic scoring may be more appropriately called analytic assessment in order to capture its closer association with classroom language instruction than with formal testing. Brown and Bailey (1984) designed an analytical scoring scale that specified five major categories and a description of five different levels in each category, ranging from "unacceptable" to "excellent"

At first glance, Brown and Bailer's scale may look similar to the TWE® holistic scale discussed earlier: for each scoring category there is a description that encompasses several subsets. A closer inspection, however, reveals much more detail in the analytic method. Instead of just six descriptions, there are 25, each subdivided into a number of contributing factors.

The order in which the five categories (organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression) are listed may bias the evaluator

toward the greater importance of organization and logical development as opposed to punctuation and style. But the mathematical assignment of the 100-point scale gives equal weight (a maximum of 20 points) to each of the five major categories. Not all writing and assessment specialists agree. You might, for example, consider the analytical scoring profile suggested by Jacobs et al. (1981), in which five slightly different categories were given the point values shown on page 246.

C. Rangkuman

To be efficient readers, learners of English need to master BOTTOM-UP and TOP-DOWN strategies. They should also know the SCHEMATA. There are three Genres of Reading : Academic, Job-related and personal reading. Micro and Macro skills of reading consists of 14 sub-skills. We can find four types of reading, namely ***Perceptive, Selective, Interactive, and Extensive Reading***.

Writing skills are the most difficult task to do. Most of us cannot write well in our native language so we can imagine how difficult it is to write in the foreign language. In short writing is not a simple task. Teachers should decide what to test : handwriting, spelling, paragraph construction, logical development of main ideas and others.

There are three main genres of writing, namely Academic, Job-related, and personal writing. Writing performance can be divided into four types, namely ***Imitative, Intensive, Responsive and Extensive***.

There are 12 sub-skills in Micro and Macro skills of writing. To assess writing skills in a more objective way the teachers should choose ways of scoring : ***Holistic, Primary Traits, and Analytic Scoring***.

E. Latihan

1. Genres of writing and Reading mentioned here are different from those mentioned in your curriculum. Why are they different ?
2. How will you assess the Micro and Macro skills in reading (Make the real test as if you tested your students)
3. How will you test the Micro and Macro skills in writing ?
Give examples !
4. Make analytic Scale for rating Composition Tasks !

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the 1990s, the number of people with a mental health problem has increased in the UK. This has led to a growing awareness of the need for mental health services.

The current study was part of a larger project to develop a mental health service for people with a mental health problem. The project was funded by the Department of Health and the local authority. The project was led by the first author, who is a senior lecturer in psychology at the University of York.

The project was designed to provide a comprehensive mental health service for people with a mental health problem. The service was to be based on the principles of recovery and self-help. The service was to be delivered through a range of channels, including face-to-face, telephone and internet-based services.

The project was evaluated using a range of methods, including interviews, focus groups and surveys. The results of the evaluation are reported in this paper. The results show that the service was well received by users and that it had a positive impact on their mental health.

The service was found to be effective in helping people with a mental health problem to manage their condition and to improve their quality of life. The service was also found to be cost-effective and to have a positive impact on the local economy.

The results of the evaluation suggest that the service should be expanded to other areas of the country. The service should also be made available to people with a mental health problem who are unable to attend face-to-face services.

The service should also be made available to people with a mental health problem who are unable to pay for services. The service should also be made available to people with a mental health problem who are unable to access services through the internet.

The service should also be made available to people with a mental health problem who are unable to access services through the telephone. The service should also be made available to people with a mental health problem who are unable to access services through the internet.

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Pemanfaatan
Media Pembelajaran
Bahasa Inggris
SMP/MTs

**PANITIA SERTIFIKASI GURU RAYON 12
LEMBAGA PENGEMBANGAN PROFESI (LP3)
UNIVERSITAS NEGERI SEMARANG
2008**

KATA PENGANTAR

Bahan dalam buku ajar tentang pemanfaatan media pembelajaran Bahasa Inggris dimaksudkan untuk membekali peserta PLPG Mata Pelajaran Bahasa Inggris di SMP/MTs agar mereka lebih memahami konsep dasar, jenis-jenis media, strategi pemilihan media, dan strategi penggunaan media dalam pembelajaran Bahasa Inggris di kelas.

Pemahaman teori dan ketrampilan praktis tentang media pembelajaran Bahasa Inggris akan sangat membantu guru dalam menciptakan suasana pembelajaran yang lebih aktif, kreatif, dan menyenangkan. Dengan demikian, siswa sebagai subjek pembelajaran dapat menangkap dan menguasai empat ketrampilan berbahasa, yaitu listening, speaking, reading dan writing dan mempraktikkannya dalam kehidupan sehari dan untuk mengakses ilmu pengetahuan sesuai dengan tingkat literasinya – *functional* bagi lulusan SMP/MTs dan *informational* bagi lulusan SMA/MA.

Kami berharap bahan ajar ini memberikan manfaat kepada para guru Bahasa Inggris dan kritik dan saran akan kami sambut dengan tangan terbuka demi kesempurnaan bahan ajar ini.

Semarang, Juli 2008

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BAB I

KONSEP DASAR DAN PERAN

MEDIA PEMBELAJARAN

A. Kompetensi dan Indikator

Kompetensi

- Mengetahui konsep dasar dan peran tentang media pembelajaran

Indikator Pencapaian Kompetensi

- Menjelaskan konsep dasar media pembelajaran
- Menyebutkan definisi media pembelajaran
- Menguraikan peran media pembelajaran

B. Uraian Materi

B.1 Definisi media pembelajaran

Kata media berasal dari bahasa Latin *medius* yang secara harfiah berarti 'tengah', 'perantara' (Gerlach & Ely 1971). Secara lebih khusus, pengertian media dalam proses belajar mengajar cenderung diartikan sebagai alat-alat grafis, fotografis, atau elektronik untuk menangkap, memproses, dan menyusun kembali informasi visual atau verbal. Asosiasi Teknologi Komunikasi Pendidikan di Amerika Serikat mendefinisikan bahwa media adalah berbagai jenis komponen dalam lingkungan siswa yang dapat merangsang mereka untuk belajar, sedangkan Briggs (1970) menyatakan bahwa media adalah segala alat fisik yang dapat menyajikan pesan serta merangsang siswa untuk belajar. National Education Association (NEA) menyatakan bahwa media adalah bentuk-bentuk komunikasi baik tercetak atau audio visual serta peralatannya. Dengan demikian, media dapat diartikan sebagai segala sesuatu yang dapat menyalurkan pesan, pikiran, perhatian, dan minat serta perhatian siswa sedemikian rupa sehingga terjadi proses belajar (Sadiman, et al. 2002).

Gerlach & Ely (1971) mengemukakan tiga ciri media yang digunakan dalam pendidikan: yaitu (1) fiksatif yang menggambarkan kemampuan media merekam, menyimpan, melestarikan, dan merekonstruksikan suatu peristiwa atau obyek; (2) manipulatif, yaitu kemampuan mengubah kejadian atau obyek kejadian yang memakan waktu lama untuk disajikan kepada siswa dalam pendek dengan teknik tertentu; (3) distributif, yaitu memungkinkan suatu obyek atau kejadian ditransformasikan melalui ruang, dan secara bersamaan kejadian tersebut disajikan kepada sejumlah besar siswa dengan stimulus pengalaman yang relatif sama mengenai kejadian itu.

Ada orang yang membedakan pengertian media dan alat peraga, tetapi ada pula orang yang menggunakan kedua istilah itu secara bergantian untuk menunjuk alat atau benda yang sama. Perbedaan media dengan alat peraga terletak pada fungsinya dan bukan pada substansinya. Suatu sumber belajar disebut alat peraga apabila hanya berfungsi sebagai alat bantu pembelajaran, sedangkan sumber belajar disebut media apabila merupakan bagian integral dari seluruh proses pembelajaran (Harsoyo 2002).

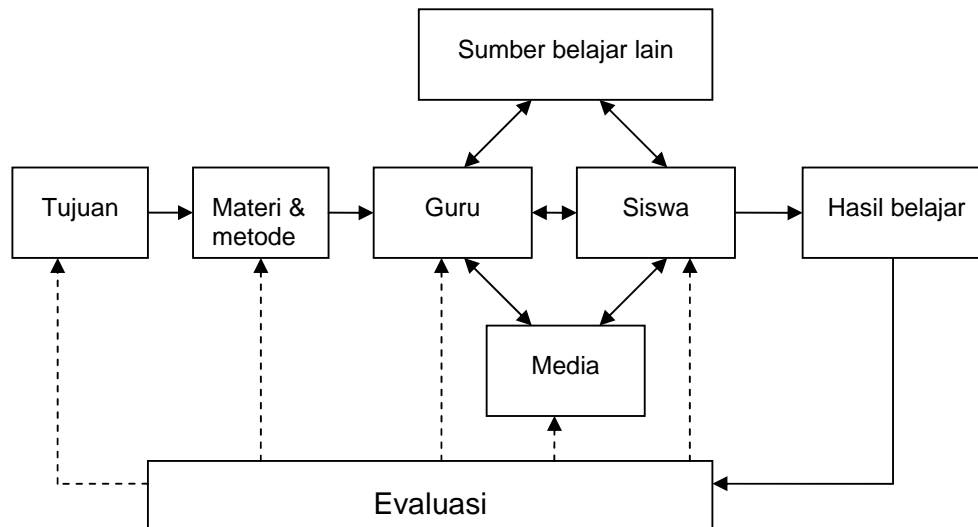
Sementara itu, menurut Rahardjo (1991) media dalam arti yang terbatas didefinisikan sebagai alat bantu pembelajaran. Media sebagai alat bantu digunakan guru untuk memotivasi belajar siswa, memperjelas bahan ajar, memberi tekanan pada bagian-bagian yang penting, dan memberi variasi pengajaran. Dengan demikian, media memiliki fungsi yang jelas yaitu memperjelas, memudahkan dan membuat menarik pesan kurikulum yang akan disampaikan oleh guru kepada peserta didik sehingga dapat memotivasi belajarnya dan mengefisienkan proses belajar. Hasil penelitian menunjukkan bahwa kegiatan belajar mengajar akan lebih efektif dan mudah apabila dibantu dengan sarana visual, karena 11% dari yang dipelajari ditangkap melalui pendengaran, sedangkan 83% melalui penglihatan. Selain itu, kita hanya dapat mengingat 20% dari apa yang kita dengar, namun dapat mengingat 50% dari apa yang kita lihat dan dengar.

B.2 Peran media pembelajaran

Dalam komunikasi pembelajaran, media berfungsi menjembatani antara guru dan siswa dalam rangka menyampaikan materi ajar, membantu

siswa memahami bahan ajar, dan memfasilitasi siswa melakukan kegiatan pembelajaran sehingga mereka memperoleh pengalaman belajar sehingga hasil belajar yang diinginkan dapat tercapai dengan baik.

Komunikasi pembelajaran dapat digambarkan dalam diagram di bawah ini.



Dalam diagram di atas tampak bahwa media membantu menghubungkan interaksi fungsional antara guru dan siswa sehingga tujuan yang sudah ditetapkan, materi yang sudah dikembangkan, metode yang sudah disiapkan, dan sumber belajar lain dapat berkaitan satu sama lain dalam proses pembelajaran untuk mencapai hasil belajar yang diinginkan. Dalam konteks yang lebih ekstrem, media bahkan dapat menggantikan fungsi guru untuk menyampaikan materi ajar, meskipun tentunya hal ini tidak bisa diberlakukan untuk semua situasi dan kondisi pembelajaran. Bagaimanapun, fungsi guru masih tetap menduduki tempat yang sangat sentral dalam pembelajaran, hanya saja jangan sampai guru mendominasi seluruh kegiatan dan siswa hanya bertindak seolah menerima semua pengetahuan yang diberikan guru. Tetapi, yang ideal adalah guru dapat memanfaatkan semua sumber belajar yang tersedia, dan terutama media pembelajaran untuk memaksimalkan pengalaman belajar siswa agar ketercapaian hasil belajar bisa efektif dan maksimal.

Dalam proses pembelajaran, ada hirarki proses berpikir pada anak bahwa pada tahap tertentu anak lebih mudah menangkap gagasan dan

pengetahuan yang disampaikan secara kongkrit. Dalam perkembangan selanjutnya, kemampuan anak berkembang kepada hal-hal yang lebih abstrak. Hal ini sesuai dengan hirarki yang dikemukakan oleh Hoban dan Zissman.

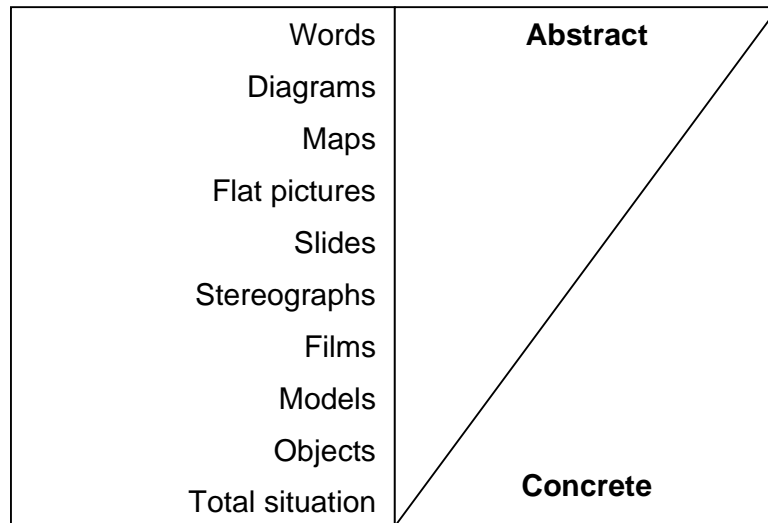


Diagram di atas menunjukkan bahwa pemahaman seseorang berkembang dari hal-hal yang bersifat kongkrit kepada hal-hal yang bersifat abstrak, artinya semakin abstrak suatu konsep atau benda, semakin memerlukan olah pikir untuk dapat menangkap konsep atau benda tersebut.

Hal yang sama dinyatakan oleh Edgar Dale dalam Rahardjo (1991) yang menggambarkan pentingnya visualisasi dan verbalistis dalam pengalaman belajar. Dalam “Kerucut pengalaman Edgar Dale” dikemukakan bahwa ada suatu kontinum dari kongkrit ke abstrak antara pengalaman langsung, visual dan verbal dalam menanamkan suatu konsep atau pengertian. Semakin kongkrit pengalaman yang diberikan akan lebih menjamin terjadinya proses belajar. Namun, agar terjadi efisiensi belajar maka diusahakan agar pengalaman belajar yang diberikan semakin abstrak

Dalam kaitannya dengan siswa, media dapat mengatasi kebosanan siswa, yakni siswa akan tertarik dengan proses belajar-mengajar yang mereka alami dan dengan demikian akan membuat mereka belajar dengan senang dan diharapkan akan membantu mereka memahami materi yang mereka pelajari (Ur 1988). Media juga dapat meningkatkan motivasi siswa

dalam proses belajar-mengajar, mendorong pembelajaran lebih sistematis, membantu siswa memahami instruksi guru, dan memperkuat pemahaman siswa pada konteks pembelajaran (Sukartiwi 1996). Lebih lanjut, DePorter & Hernacki (2000) mengemukakan bahwa media dapat membantu membentuk lingkungan yang optimal untuk belajar, mendorong siswa untuk bertindak aktif dalam interaksi kelas dengan mengemukakan pendapat baik secara lisan atau tulis, dan menjalin hubungan yang lebih intensif antara guru dan siswa. Selain itu, media juga dapat membangkitkan dan menjaga ketertarikan siswa, merangsang otak siswa untuk berpikir dengan landasan yang kongkrit, dan mendapatkan pemahaman yang tinggi dan efisien sehingga akan tersimpan lebih lama dalam otak siswa.

Dalam topik bahasan tertentu, kegiatan pembelajaran tidak akan dapat berjalan dengan baik tanpa kehadiran media. Media diharapkan dapat mengatasi sesuatu yang tidak mungkin dialami secara langsung di dalam kelas karena objeknya terlalu kecil atau besar, bergerak terlalu cepat atau lambat, objeknya terlalu kompleks, terlalu halus atau memiliki risiko tinggi atau berbahaya. Objek yang demikian tidak mungkin dihadirkan secara langsung tetapi dengan media objek itu dapat dimanipulasi dengan cara tertentu sehingga memungkinkan siswa untuk mempelajarinya. Dengan demikian, siswa akan dapat memperoleh pengalaman belajar yang integral dari yang kongkrit sampai dengan yang abstrak.

C. Latihan

Tugas 1

1. Jelaskan salah satu definisi tentang media pembelajaran.
2. Ada sebagian orang yang membedakan media dengan alat peraga. Bagaimana pendapat saudara tentang pendapat tersebut.

Tugas 2

1. Sebutkan beberapa peran media pembelajaran dan uraikan penerapannya dalam pembelajaran Bahasa Inggris di kelas saudara.
2. Berdasarkan pengalaman saudara, media apa saja yang pernah saudara gunakan dan apa alasan saudara menggunakan media tersebut?

D. Rangkuman

Media media dapat diartikan sebagai segala sesuatu yang dapat menyalurkan pesan. pikiran, perhatian, dan minat serta perhatian siswa sedemikian rupa sehingga terjadi proses belajar. Perbedaan media dengan alat peraga terletak pada fungsinya dan bukan pada substansinya. Suatu sumber belajar disebut alat peraga apabila hanya berfungsi sebagai alat bantu pembelajaran, sedangkan sumber belajar disebut media apabila merupakan bagian integral dari seluruh proses pembelajaran.

Media memiliki peran yang sangat penting dalam kegiatan pembelajaran. Media berfungsi menjembatani antara guru dan siswa dalam rangka menyampaikan materi ajar, membantu siswa memahami bahan ajar, dan memfasilitasi siswa melakukan kegiatan pembelajaran. Media dapat juga mengatasi kebosanan siswa, yakni siswa akan tertarik dengan proses belajar-mengajar yang mereka alami dan dengan demikian akan membuat mereka belajar dengan senang dan diharapkan akan membantu mereka memahami materi yang mereka pelajari

BAB II

JENIS-JENIS MEDIA

A. Kompetensi dan Indikator

Kompetensi

- memilih media yang tepat sesuai dengan materi ajar, strategi mengajar, dan tingkat kemampuan siswa

Indikator Pencapaian Kompetensi

- menjelaskan jenis media pembelajaran
- menyebutkan faktor-faktor untuk menentukan penggunaan media pembelajaran

B. Uraian Materi

B.1 Jenis media pembelajaran

Ada bermacam-macam media pembelajaran yang dapat digunakan guru dalam pembelajaran Bahasa Inggris. Secara umum, ada lima kategori media pembelajaran (Depdiknas 2005) sebagai berikut:

1. *Visual*: gambar, sketsa, ilustrasi, pola, diagram, foto, film, chart, grafik (gambar, lingkaran, balok, garis), lukisan, komik, kartun, karikatur, peta (wisata, komersial, ekonomi, politik), globe, direktori, brosur perjalanan, rute atau jadwal kereta api/pesawat, iklan, kalender, tabel, diorama, dan lain-lain.
2. *Audio* (musik, kata, suara, dan efek suara): rekaman, tape, radio, cerita, puisi dan drama, alat musik, laporan lisan.
3. *Audio-visual*: gambar gerak, televisi, puppet (stick, gloves, string), dramatisasi, role play, excursion, fenomena alami yang ada di sekeliling, LCD, komputer, dan lain-lain.
4. *Tactile*: specimen, objek benda, exhibits, model, sculptured figure, live and stuffed animals, experiment, mainan, pertunjukan wayang, kebun pekarangan, dan lain-lain.

5. *Virtual*: internet, website, email, audio-video streaming, chatting, messaging, audio-video conferencing, e-newsgroups, cybernews, dan lain-lain.

Media memiliki kemampuan yang berbeda dalam mempengaruhi proses pembelajaran. Masing-masing media memiliki keefektifan yang berbeda, ada yang rendah, ada yang sedang, dan ada yang tinggi dalam menunjang proses pembelajaran pada topik bahasan tertentu. Rinciannya disajikan dalam tabel di bawah ini (Allen dalam Suparman 1977).

Jenis media instruksional	Macam belajar					
	Belajar informasi faktual	Belajar pengenalan visual	Belajar konsep, prinsip & aturan	Belajar prosedur	Menyajikan ketrampilan persepsi gerak	Mengembangkan sikap, opini & motivasi
Gambar diam	Sedang	Tinggi	Sedang	Sedang	Rendah	Rendah
Gambar hidup	Sedang	Tinggi	Tinggi	Tinggi	Sedang	Sedang
Televisi	Sedang	Sedang	Tinggi	Sedang	Rendah	Sedang
Objek tiga dimensi	Rendah	Tinggi	Rendah	Rendah	Rendah	Rendah
Rekaman audio	Sedang	Rendah	Rendah	Sedang	Rendah	Sedang
Programmed instruction	Sedang	Sedang	Sedang	Tinggi	Rendah	Sedang
Demonstrasi	Rendah	Sedang	Rendah	Tinggi	Sedang	Sedang
Buku teks tercetak	Sedang	Rendah	Sedang	Sedang	Rendah	Sedang
Sajian lisan	Sedang	Rendah	Sedang	Sedang	Rendah	Sedang

Dari tabel di atas terlihat bahwa masing-masing jenis media akan cocok untuk memberi pengalaman belajar tertentu. Misalnya, demonstrasi akan sangat efektif untuk mengajarkan pembelajaran prosedur yang harus disajikan tahap demi tahap sampai pada tahap terakhir secara berurutan, dan hal ini akan dapat ditunjukkan melalui demonstrasi. Demikian juga, gambar hidup seperti film akan sangat efektif untuk mengajarkan pengenalan objek visual dan konsep, prinsip dan aturan karena mempelajari topik yang harus ditunjukkan secara visual hanya dapat ditunjukkan melalui gambar hidup yang bergerak yang dapat disaksikan langsung oleh siswa.

B.2 Faktor-faktor untuk menentukan penggunaan media pembelajaran

Media yang tersedia di sekitar banyak sekali dan guru harus memilih media mana yang akan digunakan di dalam proses pembelajaran. Briggs (1977) menyarankan bahwa guru hendaknya dapat memilih media yang cukup sederhana bagi pemahaman siswa. Guru harus dapat memilih media yang memudahkan siswa untuk memahami topik tertentu, merangsang dan menantang siswa untuk berpikir lebih jauh. Beberapa faktor yang harus dipertimbangkan dalam pemilihan media pembelajaran antara lain, tujuan instruksional yang ingin dicapai, karakteristik siswa yang akan diajar, jenis rangsangan belajar yang diinginkan (audio, visual, gerak, dll), keadaan latar atau lingkungan dan luasnya jangkauan yang ingin dicapai

Faktor guru sangat penting dalam pemilihan media. Guru diharapkan dapat bertindak untuk memfasilitasi kegiatan pembelajaran yang menarik dan menyenangkan baik di dalam kelas ataupun di luar kelas. Pembelajaran hendaknya melibatkan kegiatan mental dan fisik siswa secara keseluruhan sehingga siswa dapat menggunakan semua potensinya untuk menggali pengetahuan, menghayati bahan yang dipelajari, dan selanjutnya dapat menerapkan sesuai dengan kebutuhan.

Guru berperan sebagai pengelola kegiatan pembelajaran dan diharapkan dapat menggunakan semua kekuatan media untuk membantu kegiatan siswa dalam rangka mencapai tujuan pembelajaran. Adalah menjadi tugas guru untuk menciptakan suasana pembelajaran yang kondusif agar pembelajaran menjadi berhasil.

Kreativitas guru juga ikut berperan dalam keberhasilan penggunaan media. Guru yang kreatif dapat memaksimalkan media meskipun media itu sederhana, namun dapat dimanfaatkan oleh guru dan siswa secara efektif. Apalagi, media yang lebih canggih seperti internet, pengetahuan dan ketrampilan guru dalam menggunakannya menjadi penentu bagi keberhasilan pembelajaran.

Guru yang kreatif juga akan membantu siswa untuk memperoleh pengalaman pembelajaran yang bermakna. Kelebihan media tertentu dimanfaatkan sesuai dengan karakteristiknya sehingga benar-benar terjadi interaksi yang lebih intensif antara guru dengan siswa, antara siswa dengan

media, dan antara media dengan guru. Selain itu, guru dan siswa dapat bekerja sama untuk menghasilkan media yang dikembangkan, dan keadaan ini akan memupuk tanggungjawab bersama dalam pembelajaran sehingga siswa juga ikut bertanggungjawab atas keberhasilan mereka dalam belajar.

Selain guru, faktor siswa ikut menjadi pertimbangan dalam pemilihan media. Pembelajaran tidak akan berhasil apabila siswa tidak berperan aktif dalam setiap kegiatan pembelajaran. Siswa harus ikut membantu terciptanya suasana kelas dengan berpartisipasi dalam interaksi kelas, dengan guru dan dengan sesama siswa. Pembelajaran yang baik ditandai dengan berfungsinya masing-masing unsur, yang meliputi guru, siswa, media, bahan ajar, fasilitas, dan lingkungan belajar. Dalam suasana pembelajaran yang kondusif, siswa terdorong untuk membantu dirinya untuk mencapai tujuan pembelajaran. Juga terjadi komunikasi timbal balik antar sesama siswa. Siswa yang lebih pandai akan membantu mereka yang kurang pandai, siswa yang kurang terbuka akan terdorong oleh suasana kelas yang merangsang siswa untuk mengekresikan dirinya, demikian seterusnya.

Media diasumsikan untuk mendorong pemanfaatan semua rangsang visual, audio, audio-visual, dan virtual sehingga siswa secara bersamaan harus juga memanfaatkan potensi visual, audio, audio-visual dan virtual selama dalam kelas bersama dengan guru dan siswa lainnya. Perbedaan individual siswa tidak boleh mengganggu kelancaran pembelajaran. Siswa yang lebih mudah menerima rangsang visual atau audio atau abstrak dapat saling melengkapi antar sesama siswa apabila terjadi interaksi yang baik di antara mereka dan masing-masing menggunakan strategi belajar yang sesuai dengan kelebihan dan mengatasi kekurangannya. Oleh karena itu, interaksi yang harmonis antara siswa dengan siswa lainnya, dan antara guru dengan siswa secara klasikal atau individual menjadi sangat penting dalam pembelajaran, dan media dapat membantu guru untuk menciptakan suasana pembelajaran yang demikian itu.

Pengelolaan kelas menjadi faktor lain yang harus diperhatikan. Interaksi antara guru dengan siswa, dan antara siswa dengan siswa lainnya akan dapat tercipta dengan baik apabila kelas dikelola dan diorganisasi dengan tepat. Tentunya, pengaturan kelas ini harus disesuaikan dengan sifat materi ajar dan ketrampilan yang ingin dikembangkan. Pada umumnya kelas

bahasa menuntut jumlah siswa yang tidak terlalu besar dalam satu kelas karena hal ini akan mempengaruhi keberhasilan pembelajaran ketrampilan berbahasa. Pada kelas Speaking misalnya, kelas hendaknya dapat diatur sesuai dengan topik bahasan pada saat itu dan tujuan komunikatif dari jenis materi yang disampaikan. Selain jumlah siswa, kelas dapat diorganisasi menjadi beberapa cara, antara lain kelas klasikal, kelompok besar atau kecil, kerja berpasangan, dan sebagainya.

Pemilihan media harus memperhatikan konteks pembelajaran, termasuk di dalamnya karakteristik siswa dan strategi pembelajaran, organisasi kelas, alokasi waktu dan sumber daya yang ada dan prosedur penilaian. Selain itu ketersediaan juga harus dipertimbangkan, misalnya jenis, harga, daya tahan, dan format media yang akan digunakan.

Akhirnya, ketersediaan sumber setempat apakah tersedia di tempat atau harus diusahakan dengan membeli atau membuat sendiri dapat menjadi penunjang atau kendala penyediaan media. Selanjutnya, apakah tersedia fasilitas untuk membeli atau membuat sendiri. Media juga harus dipertimbangkan keluwesan, kepraktisan, dan ketahanannya, maksudnya apakah media dapat dibawa-bawa atau terpasang pada satu tempat saja. Kemudian, media hendaknya juga dapat digunakan secara efektif dalam waktu yang lama dan berulang-ulang.

C. Latihan

Tugas

Isilah tabel di bawah ini selengkap mungkin

No	Jenis media	Contoh media	Kelebihan	Kekurangan	Organisasi kelas	Ketrampilan yang diajarkan

D. Rangkuman

Ada lima kategori media pembelajaran, yaitu visual, audio, audio-visual, tactile, dan virtual. Masing-masing jenis media memiliki kelebihan dan kekurangan, oleh karena itu guru harus menentukan pilihan media mana yang akan digunakan dengan mempertimbangkan berbagai hal antara lain peran guru sendiri, karakteristik siswa, pengelolaan kelas, alokasi waktu dan sumber daya yang ada dan prosedur penilaian. Selain itu ketersediaan juga harus dipertimbangkan, misalnya jenis, harga, daya tahan, dan format media yang akan digunakan.

BAB III

STRATEGI PENGGUNAAN MEDIA

A. Kompetensi dan Indikator

Kompetensi

- Melaksanakan berbagai kegiatan pembelajaran berdasarkan media yang digunakan secara aktif, kreatif, dan menyenangkan

Indikator Pencapaian Kompetensi

- Menjelaskan dan mempraktikkan berbagai strategi pembelajaran dengan menggunakan media pembelajaran

B. Uraian Materi

Strategi Penggunaan Media Bahasa Inggris

1. Penggunaan Realia

Realia merupakan benda nyata yang digunakan sebagai media pembelajaran di dalam kelas. Realia berguna untuk mengajarkan kosakata, struktur kalimat yang baru, membantu siswa masuk ke dalam karakter ketika berperan dalam dialog atau role play (misalnya menggunakan helm untuk berperan sebagai polisi), sebagai penguatan dialog atau role play, dan sebagai bantuan untuk beragam permainan bahasa.

Sebagai ilustrasi dalam pembelajaran, misalkan kita menggunakan satu bungkus teh dan kita bawa ke dalam ruang kelas. Kita dapat melakukan hal-hal sebagai berikut:

- mengajarkan kosakata 'tea' dan 'bag' menjadi a bag of tea, sebagai titik awal untuk mengembangkan kota seperti a tin of orange juice, a bag of sugar, dan lain-lain.
- mengembangkan sebuah deskripsi tentang proses pembuatan secangkir teh, misalnya first you open a bag of tea, then you put some tea in the pot, ...(guru dapat membawa a pot, a spoon, dsb).
- sebagai bagian dalam dialog tentang shopping, menanyakan harga, how much is a bag of tea? dan sebagainya.
- mengembangkan sebuah dialog tentang misalnya requesting.

A: Could you give me some tea?

B: Yes, of course. How much do you want?

A:

2. Penggunaan Tape Recorder

Tape recorder sudah biasa digunakan guru di dalam kelas. Kebanyakan kegiatan listening menggunakan tape recorder untuk:

- mengenali cara pengucapan dari penutur asli tanpa harus menghadirkan native speaker di dalam kelas
- mengenali dan mengidentifikasi pola intonasi yang berbeda secara akurat
- sound effect untuk digunakan sebagai petunjuk sebagai berikut

(tape recording of sound of running water)

Response : He must be in the bathroom

(tape recording of sound of plates being washed)

Response : He must be in the kitchen

- Jigsaw listening

Dalam kegiatan ini diperlukan lebih dari satu tape recorder, biasanya tiga buah. Kelas dibagi menjadi tiga kelompok dan masing-masing kelompok mendengarkan tape mereka dan merangkum informasi yang relevan. Kelompok bertukar informasi yang mereka dapatkan. Kelompok dapat juga diberi potongan cerita yang berbeda dari sebuah cerita yang sama sehingga mereka tidak akan mendapatkan keseluruhan cerita kalau mereka tidak berbagi isi cerita dengan kelompok lain. Materi lain dapat berupa masing-masing kelompok mendengarkan sebuah rute perjalanan seorang narapidana yang melarikan diri. Mereka akan dapat memecahkan masalah tersebut dengan cara berbagi informasi dengan kelompok lain.

- memutar lagu berbahasa Inggris dan menggunakan lagu tersebut untuk memulai berbagai kegiatan untuk mengembangkan listening, speaking, reading, atau writing.

3. Penggunaan Flash Cards

Flash cards memiliki nilai lebih karena guru dapat menyiapkannya di rumah. Guru hendaknya membuat flash cards yang menarik perhatian siswa.

Pembuatannya harus dilakukan secara sungguh-sungguh dan tidak boleh dengan terburu-buru sehingga hasilnya maksimal. Meskipun flash cards digunakan untuk tujuan dan cara yang sama dengan papan tulis, kelebihanannya adalah dapat ditampilkan seketika dan banyak variasinya. Selain itu, guru dapat menggunakan gambar bolak balik pada satu flash card ketika ingin menunjukkan perbedaan penggunaan bahasa. Misalnya:

Sisi depan : She usually drinks tea

Sisi belakang: But now she's drinking coffee.

Picture series merupakan bentuk flash cards yang banyak digunakan untuk mengembangkan ketrampilan speaking atau writing. Dalam pelajaran writing, misalnya, siswa diberi sebuah gambar seri yang menceritakan sebuah cerita rakyat, legenda, atau sejenisnya. Kemudian, siswa diminta menyusun kalimat-kalimat yang menceritakan masing-masing gambar dan menggabungkannya menjadi sebuah cerita yang utuh.

Flash cards dapat pula berbentuk kata, frasa atau kalimat. Flash card yang berisi kata-kata dapat digunakan untuk melatih tata bahasa. Di bawah ini penggunaan permainan yang disebut Memory Round dengan menggunakan flash cards yang tertulis masing-masing adverb of frequency.

- Siapkan satu kartu untuk setiap siswa. Tulisan harus besar dapat terbaca oleh semua siswa. Kata-kata yang tertulis adalah frequency adverbs: *always, almost always, usually, often, sometimes, frequently, generally, occasionally, seldom, rarely, never, almost never, hardly ever.*
- Siswa membentuk lingkaran, duduk atau berdiri. Siswa ditanya tentang siapa yang paling baik ingatannya. Mulai dengan siswa di samping. Orang yang daya ingatnya paling baik akan mendapat giliran terakhir. Jika ada yang tahu siswa yang paling pendiam, harus mulai dengan siswa tersebut.
- Tiap siswa membuat kalimat dengan frequency adverb yang ada di kartunya masing-masing, tetapi tidak boleh menulis. Misalnya:

Never : I never eat fast food

Always : I always brush my teeth

Seldom : I seldom study for tests

- Dengan memegang kartu frequency adverb yang membentuk lingkaran, siswa pertama mengucapkan kalimatnya. Siswa kedua mengucapkan

kalimatnya sendiri dan menirukan kalimat dari siswa pertama. Siswa ketiga mengucapkan kalimatnya sendiri dan mengulang dua kalimat dari siswa pertama dan kedua. Demikian seterusnya sampai pada siswa terakhir yang mengucapkan kalimatnya sendiri dan mengulang semua kalimat dari siswa yang mendapat giliran sebelumnya. Menulis tidak diperbolehkan, tetapi isyarat atau satu dua kata dibolehkan untuk membantu siswa lain.

Contoh:

Siswa 1 : I never eat fast food

Siswa 2 : I always brush my teeth, and Jae never eats fast food

Siswa 3 : I seldom study for tests, Akiko always brushes her teeth,
and Jae never eats fast food

Siswa 4 : I usually go to bed at 11, Anna seldom studies for tests,
Akiko always brushes her teeth, and Jae never eats fast
food

Penggunaan flash cards menyimpan potensi yang tidak terbatas. Dengan berbagai variasi dan kombinasi, tampilan flash card semakin menarik dan memotivasi siswa untuk memperhatikan dan memahami pelajaran.

4. Penggunaan Film/Drama Televisi

Film dapat memberikan gambaran yang jelas tentang budaya dari negara yang berbahasa Inggris dan film selalu lebih menarik dibandingkan dengan sebagian besar bahan ajar Bahasa Inggris, karena memang film dirancang untuk menjadi hiburan. Sebagai bahan pembelajaran bahasa Inggris, film dapat digunakan untuk peralihan antara teacher talk yang lambat dan jelas di dalam kelas kepada bahasa Inggris yang secara alami digunakan dalam percakapan. Penggunaan film akan membantu siswa melakukan dugaan-dugaan (guessing technique) sepanjang film, daripada selalu mendapatkan bantuan secara terus menerus. Selain itu, cara ini mempertahankan keutuhan film secara keseluruhan. Dengan demikian, film akan tetap menarik siswa dan membuat siswa memiliki motivasi yang tinggi.

Yang perlu diperhatikan adalah guru harus menyesuaikan film atau drama TV dengan tingkat kemampuan siswa. Apabila pemilihan film atau drama TV tepat, akan memberikan manfaat sebagai berikut:

- Drama/film, meskipun tidak spontan dalam penggunaan bahasa, menyajikan contoh paling dekat dengan komunikasi yang sebenarnya dalam berbagai setting.
- Penggunaan film/drama TV di luar kelas memberi kesempatan kepada siswa waktu belajar lebih lama dan membantu mereka bertanggungjawab atas kegiatan belajar mereka sendiri

Langkah-langkah dalam penggunaan drama TV adalah sebagai berikut:

1. Fun

Perintahkan siswa menonton drama TV yang sudah dipilih guru dari awal hingga akhir tanpa disuruh untuk menulis atau apa pun. Banyak siswa mungkin cemas karena tidak mengerti keseluruhan film tersebut. Ingatkan bahwa tahap ini hanya memberi kesempatan kepada siswa untuk mengenal film tersebut.

2. Names and faces

Perintahkan siswa untuk berkonsentrasi pada satu kegiatan: mendengarkan semua nama yang mereka dengar dan menuliskan nama tersebut. Pada hari berikutnya di kelas, mereka diminta membandingkan nama-nama yang mereka dengar dan secara berkelompok melaporkan hasilnya. Minta siswa untuk menuliskan nama-nama tersebut di papan tulis. Mereka diminta terus menulis nama baru yang mereka dengar ketika menonton pada waktu berikutnya.

3. Relationships

Ajarkan kosa kata tentang hubungan kekerabatan dan perbedaan budaya tentang hubungan kekerabatan. Kelompokkan siswa dan minta mereka membandingkan jawaban mereka. Suruh setiap kelompok untuk menggambar silsilah keluarga. Suruh mereka mendiskusikan (kalau mungkin sesuai dengan tingkat kemampuan mereka) perbedaan budaya dan keluarga.

4. Personalities

Ajarkan kepada siswa tentang kosa kata mengenai sifat-sifat pribadi seseorang. Suruh mereka mendeskripsikan sifat-sifat pribadi dari para tokoh dalam film atau drama TV. Minta pendapat mereka tentang kepribadian para tokoh. Pada kelas berikutnya, suruh mereka membandingkan jawaban

mereka. Kalau mungkin perintahkan mereka mengemukakan pendapat mereka secara berkelompok.

5. Summary

Perintahkan siswa menulis semua yang telah peroleh tentang film/ adegan drama TV yang sudah mereka tonton. Rangkuman ini hendaknya ditulis serinci mungkin. Kemudian, bandingkan tulisan individu mereka atau hasil kerja kelompok mereka.

6. Fun

Bagi siswa yang sudah lebih mahir mungkin tertarik untuk terus menonton film atau drama TV tersebut karena ketertarikan mereka sendiri. Dapat dikembangkan diskusi kelas mengenai topik yang menarik perhatian mereka.

5. Penggunaan Information and Communication Technology

Komputer

Dewasa ini mulai banyak guru menggunakan komputer dan internet sebagai media dalam pembelajaran Bahasa Inggris. Komputer dapat digunakan sebagai guru bahasa, sebagai perangsang percakapan dan sebagai alat bantu pengembangan ranah kognitif.

Dalam pengajaran bahasa, dikenal istilah CALL (Computer Assisted Language Learning). Dengan CALL, siswa mengikuti instruksi pembelajaran yang dikeluarkan dari tiap bagian ketika berinteraksi dengan komputer. CALL dapat dikembangkan untuk ketrampilan berbahasa seperti membaca dan menulis, namun dapat juga untuk latihan berbicara karena banyak perangkat lunak interaktif yang menyediakan fasilitas listen and record. Siswa dapat berlatih dengan drill dan latihan-latihan praktis, latihan reading comprehension, game, simulasi, dan sebagainya. Dalam perkembangannya, perangkat keras terus mengalami kemajuan dengan menghasilkan grafik yang lebih tajam, resolusi warna, penggunaan animasi, touch screen, tampilan video, keluaran audio, dan multimedia. Latihan listening comprehension telah dikembangkan dengan menggunakan sound blaster dan CD/DVD ROM. Dialog dapat ditampilkan di layar, kemudian pertanyaan muncul di layar. Jawaban juga dapat diakses dengan cepat.

Pembelajaran berbasis komputer dapat digunakan sebagai sumber daya di kelas bukan untuk menggantikan keberadaan guru. Penggunaannya

sangat beragam sesuai dengan kebutuhan, tingkat kemampuan, topik bahasan dan organisasi kelas. Penggunaan komputer memberi peluang tak terbatas.

Perangkat lunak komputer yang dirancang untuk pembelajaran bahasa Inggris banyak tersedia di pasar komersial. Selain itu, kamus edisi terbaru juga sudah dilengkapi dengan CD ROM yang dapat diinstall dan diakses melalui komputer. Di bawah ini diberikan beberapa contoh perangkat lunak komputer untuk pembelajaran bahasa Inggris.

1. Kamus

Oxford Advanced Dictionary of Current English (Versi CD ROM)

Mariam Webster's Dictionary (Versi CD ROM)

Longman Advanced American Dictionary (Versi CD ROM)

2. TOEFL dan IELTS Series

Kaplan, ETS CBT, Person Education, Longman, dsb.

3. Encyclopaedia

Microsoft Encarta, World Book, Encyclopaedia of Britanica, dsb.

4. Language Learning

Tell me more English, Talk to me (Auralog), Rosetta Stone Language Learning, dsb.

Websites

Suatu website dapat dibuat oleh siapa saja. Oleh karena itu, isi website bisa bermacam-macam. Guru hendaknya tidak menganggap bahwa semua website itu dapat dipercaya. Bandingkan isinya dengan website yang sejenis. Pengetahuan ini perlu disampaikan kepada siswa. Meskipun sebagian besar website ditulis dalam bahasa Inggris, tidak semuanya dapat langsung kita gunakan untuk pembelajaran bahasa Inggris. Kita dapat memanfaatkan situs berbahasa Inggris untuk bahan ajar, tentunya sesudah kita pilih yang sesuai dengan tingkat kemampuan, tujuan pembelajaran, topik bahasan dan kesesuaian budaya atau ideologi. Ada juga situs yang dirancang untuk pembelajaran bahasa Inggris dan dapat langsung kita gunakan untuk kelas kita.

Sebelum menggunakan website, guru perlu memperhatikan hal-hal berikut ini:

- Sebagian website tidak bertahan lama sehingga harus diperiksa secara rutin apakah website tersebut masih tetap muncul atau justru sudah hilang.
- Saat ini banyak situs yang dirancang untuk pengguna dengan akses broadband kecepatan tinggi dan untuk browser tertentu. Jadi, fasilitas kecepatan jaringan dan tersedianya browser yang tepat akan sangat membantu siswa melakukan surfing internet dengan nyaman.
- Situs yang menawarkan fasilitas interaktif akan menjadikan siswa tetap tertarik dengan topik yang dibahas dan membuat siswa terus berpikir. Memang ada kalanya guru dan siswa memerlukan situs yang hanya terdiri atas fakta-fakta, namun keinteraktifan akan merangsang motivasi dan daya tarik bagi siswa.

Di bawah ini diberikan beberapa contoh website yang dapat digunakan untuk pembelajaran bahasa Inggris.

Randall's ESL Cyber Listening Lab: <http://www.esl.lab.com>

Self-Study Quizzes for ESL Students:

<http://www.aitech.ac.jp/~iteslj/quizzes/index.html>

Language learning and technology: <http://polyglot.cal.msu.edu/llt>

Language teacher online <http://langue.hyper.chubu.ac.jp/jalt/pub/tlt>

English Listening Lounge <http://www.englishlistening.com>

C. Latihan

Pilih satu kompetensi dasar dalam Standar Isi, kemudian kembangkan menjadi RPP dengan menggunakan salah satu media pembelajaran, dan buatlah skenario langkah-langkah pembelajarannya secara rinci. Kemudian, demonstrasikan di depan kelas.

D. Rangkuman

Penggunaan media pembelajaran harus disesuaikan dengan tujuan, materi dan strategi pembelajaran bahasa Inggris. Guru harus dapat memilih dan kemudian merancang langkah-langkah pembelajarannya secara rinci sehingga media yang dipilih benar-benar dapat membantu siswa untuk

memperoleh pengalaman pembelajaran yang menarik dan menyenangkan yang akhirnya mencapai kompetensi yang diharapkan.

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TES FORMATIF (A)
MATERI UJI: PEMANFAATAN MEDIA

I. Berilah tanda silang (X) pada huruf a, b, c, atau d di depan salah satu jawaban yang benar

1. Media adalah
 - a. alat yang dapat digunakan untuk membantu pengirim mengirimkan barang kepada penerima sehingga dapat diterima dengan baik oleh penerima.
 - b. bentuk-bentuk komunikasi audio, video, audio visual untuk digunakan dalam kelas untuk menyajikan materi ajar
 - c. Segala komponen yang dapat merangsang siswa untuk meningkatkan daya belajarnya sehingga mudah menerima bahan ajar dari mana saja selain guru
 - d. segala sesuatu yg dapat digunakan untuk menyampaikan pesan dari pengirim kepada penerima sehingga dapat merangsang pikiran, perasaan, perhatian, dan minat sedemikian rupa sehingga terjadi proses belajar secara efektif.

2. Fungsi media adalah sebagai berikut, kecuali
 - a. Memperkuat pemahaman siswa untuk lebih menaati tata tertib di dalam kelas
 - b. Mengatasi kebosanan siswa, menciptakan ketertarikan siswa terhadap apa yang mereka kerjakan.
 - c. Mendorong siswa untuk aktif berbicara dan menulis dan mengefektifkan hubungan guru-siswa
 - d. Menciptakan lingkungan yang optimal, baik secara fisik maupun mental.

3. Jenis-jenis media adalah
 - a. internet, surat kabar, majalah, tape recorder, dan CD
 - b. gambar, bunyi, TV, model, dan lagu.
 - c. visual, audio, audio-visual, tactile, dan virtual.
 - d. DVD, guru, audio-visual, realia, dan internet.

4. Berikut ini adalah media visual, kecuali
 - a. gambar
 - b. chatting
 - c. charts
 - d. sketches

5. Berikut ini adalah media audio, kecuali
 - a. rekaman
 - b. program drama radio
 - c. role play
 - d. tape

6. Media instruksional berupa demonstrasi paling tepat digunakan untuk pembelajaran teks berbentuk
 - a. narrative
 - b. descriptive
 - c. procedure
 - d. report

7. Kegunaan realia antara lain, kecuali
 - a. Dapat digunakan untuk pengajaran kosa kata, dan struktur bahasa yang baru
 - b. Dapat digunakan untuk membantu berbagai macam permainan bahasa
 - c. Berfungsi sebagai sarana untuk menilai kemampuan siswa dalam berbahasa
 - d. Untuk membantu siswa dalam pengembangan situasi yang menuntut penggunaan ungkapan bahasa tertentu

8. Untuk meningkatkan kepekaan siswa terhadap kandungan budaya, ungkapan idiomatik bahasa Inggris, dan penggunaannya seperti digunakan oleh native speaker, kita dapat menggunakan media berupa
 - a. flashcards
 - b. tape recorder
 - c. film
 - d. realia

9. Untuk memberikan latihan yang interaktif yang memungkinkan siswa memperoleh balikan terhadap jawaban yang diberikan, sebaiknya kita menggunakan media berupa
 - a. televisi
 - b. program komputer
 - c. film
 - d. audio visual

10. CALL adalah kependekan dari
 - a. Computer Accelerated Language Learning
 - b. Computer Assisted Language Learning
 - c. Computer Assistance for Learning Language
 - d. Computer Apparatus for Language Learners.

II. Kerjakan soal berikut dengan rinci, jelas, dan benar.

1. Apabila anda akan melakukan pembelajaran teks naratif, media apa saja yang dapat anda gunakan di dalam kelas atau di luar kelas dan terangkan bagaimana media itu digunakan dalam kegiatan pembelajaran?

2. Untuk dapat menyelenggarakan pembelajaran dengan menggunakan internet, apa saja pertimbangan yang harus dilakukan sehingga tujuan belajar yang ditetapkan dapat tercapai dengan maksimal?

TES FORMATIF (B)
MATERI UJI: PEMANFAATAN MEDIA

I. Berilah tanda silang (X) pada huruf a, b, c, atau d di depan salah satu jawaban yang benar

1. Media adalah
 - a. alat yang dapat digunakan untuk membantu pengirim mengirimkan barang kepada penerima sehingga dapat diterima dengan baik oleh penerima.
 - b. bentuk-bentuk komunikasi audio, video, audio visual untuk digunakan dalam kelas untuk menyajikan materi ajar
 - c. Segala komponen yang dapat merangsang siswa untuk meningkatkan daya belajarnya sehingga mudah menerima bahan ajar dari sumber-sumber selain guru
 - d. segala sesuatu yg dapat digunakan untuk menyampaikan pesan dari pengirim kepada penerima sehingga dapat merangsang pikiran, perasaan, perhatian, dan minat sedemikian rupa sehingga terjadi proses belajar secara efektif.

2. Fungsi media adalah sebagai berikut, kecuali
 - a. Memperkuat pemahaman siswa untuk lebih aktif bertanya di dalam kelas
 - b. Menciptakan ketertarikan siswa terhadap apa yang mereka kerjakan.
 - c. Mendorong siswa untuk aktif berbicara dan menulis dan mengefektifkan hubungan guru-siswa
 - d. Menciptakan lingkungan yang optimal, baik secara fisik maupun mental.

3. Jenis-jenis media adalah
 - a. visual, audio, audio-visual, tactile, dan virtual.
 - b. gambar, bunyi, TV, model, dan lagu.
 - c. internet, surat kabar, majalah, tape recorder, dan CD
 - d. DVD, guru, audio-visual, realia, dan internet.

4. Yang termasuk media tactile adalah
 - a. internet
 - b. pertunjukan wayang
 - c. scripted dramatization
 - d. LCD

5. Berikut ini adalah media virtual, kecuali
 - a. website
 - b. artifak
 - c. chatting
 - d. cybernews

6. Media instruksional berupa animasi proses penanaman padi paling tepat digunakan untuk pembelajaran teks berbentuk
 - a. narrative
 - b. descriptive
 - c. procedure
 - d. report

7. Manakah definisi berikut yang paling tepat untuk mendeskripsikan realia
- real objects you can find around you
 - examples of the world outside brought into the classroom
 - everyday objects that most of us recognize
 - things made of natural materials
8. Untuk meningkatkan kepekaan siswa terhadap kandungan budaya, ungkapan idiomatik bahasa Inggris, dan penggunaannya seperti digunakan oleh native speaker, kita dapat menggunakan media berupa
- flashcards
 - tape recorder
 - film
 - realia
9. Untuk memberikan latihan yang interaktif yang memungkinkan siswa memperoleh balikan terhadap jawaban yang diberikan, sebaiknya kita menggunakan media berupa
- televisi
 - program komputer
 - film
 - audio visual
10. CALL adalah kependekan dari
- Computer Accelerated Language Learning
 - Computer Assisted Language Learning
 - Computer Assistance for Learning Language
 - Computer Apparatus for Language Learners.

II. Kerjakan soal berikut dengan rinci, jelas, dan benar.

1. Apabila anda akan melakukan pembelajaran teks report, media apa saja yang dapat anda gunakan di dalam kelas atau di luar kelas dan terangkan bagaimana media itu digunakan dalam kegiatan pembelajaran?
2. Ambil dua contoh media pembelajaran yang pernah anda gunakan, cobalah untuk mengevaluasi dengan menggunakan kriteria keefektifan penggunaan media?

TES FORMATIF (C)
MATERI UJI: PEMANFAATAN MEDIA

I. Berilah tanda silang (X) pada huruf a, b, c, atau d di depan salah satu jawaban yang benar

1. Media adalah
 - a. alat yang dapat digunakan untuk membantu pengirim mengirimkan barang kepada penerima sehingga dapat diterima dengan baik oleh penerima.
 - b. bentuk-bentuk komunikasi audio, video, audio visual untuk digunakan dalam kelas untuk menyajikan materi ajar
 - c. Segala komponen yang dapat merangsang siswa untuk meningkatkan daya belajarnya sehingga mudah menerima bahan ajar dari guru
 - d. segala sesuatu yg dapat digunakan untuk menyampaikan pesan dari pengirim kepada penerima sehingga dapat merangsang pikiran, perasaan, perhatian, dan minat sedemikian rupa sehingga terjadi proses belajar secara efektif.

2. Fungsi media adalah sebagai berikut, kecuali
 - a. Membantu guru agar tidak perlu menjelaskan materi sehingga tugas guru menjadi lebih ringan
 - b. Mendorong siswa untuk aktif berbicara dan menulis dan mengefektifkan hubungan guru-siswa
 - c. Mengatasi kebosanan siswa, menciptakan ketertarikan siswa terhadap apa yang mereka kerjakan.
 - d. Menciptakan lingkungan yang optimal, baik secara fisik maupun mental.

3. Jenis-jenis media adalah
 - a. DVD, guru, audio-visual, realia, dan internet.
 - b. visual, audio, audio-visual, tactile, dan virtual.
 - c. internet, surat kabar, majalah, tape recorder, dan CD
 - d. gambar, bunyi, TV, model, dan lagu.

4. Berikut ini adalah media audio-visual, kecuali
 - a. sound moving pictures
 - b. televisi.
 - c. dramatization
 - d. pantomime.

5. Berikut ini adalah media tactile, kecuali
 - a. spesimen.
 - b. artifak
 - c. patung
 - d. gambar

6. Media instruksional berupa picture series tentang terjadinya legenda Gunung Tangkuban Perahu paling tepat digunakan untuk pembelajaran teks berbentuk
 - a. narrative
 - b. descriptive
 - c. procedure
 - d. report

7. Kegunaan realia antara lain, kecuali
 - a. Dapat digunakan untuk pengajaran kosa kata, dan struktur bahasa yang baru
 - b. Untuk membantu siswa dalam pengembangan situasi yang menuntut penggunaan ungkapan bahasa tertentu
 - c. Berfungsi sebagai sarana untuk menilai kemampuan siswa dalam berbahasa
 - d. Dapat digunakan untuk membantu berbagai macam permainan bahasa

8. Untuk meningkatkan kepekaan siswa terhadap kandungan budaya, ungkapan idiomatik bahasa Inggris, dan penggunaannya seperti digunakan oleh native speaker, kita dapat menggunakan media berupa
 - a. flashcards
 - b. tape recorder
 - c. film
 - d. realia

9. Untuk memberikan latihan yang interaktif yang memungkinkan siswa memperoleh balikan terhadap jawaban yang diberikan, sebaiknya kita menggunakan media berupa
 - a. televisi
 - b. program komputer
 - c. film
 - d. audio visual

10. CALL adalah kependekan dari
 - a. Computer Accelerated Language Learning
 - b. Computer Assisted Language Learning
 - c. Computer Assistance for Learning Language
 - d. Computer Apparatus for Language Learners.

II. Kerjakan soal berikut dengan rinci, jelas, dan benar.

1. Apabila anda akan melakukan pembelajaran teks descriptive, media apa saja yang dapat anda gunakan di dalam kelas atau di luar kelas dan terangkan bagaimana media itu digunakan dalam kegiatan pembelajaran?

2. Untuk dapat menyelenggarakan pembelajaran dengan menggunakan film video, apa saja pertimbangan yang harus dilakukan sehingga tujuan belajar yang ditetapkan dapat tercapai dengan maksimal?

BAB I

PENDAHULUAN

A. Deskripsi

Apakah yang dimaksud dengan penelitian tindakan kelas? Pertanyaan ini tentu menggelitik kita. Berbicara tentang penelitian, orang menganggap penelitian itu pekerjaan ilmuwan. Bicara tentang ilmuwan, gambaran yang terbersit di antara kita adalah pastilah sukar, rumit, sulit. Mengapa sebagian guru merasa penelitian itu sulit? Apakah penelitian itu memerlukan dana yang besar sehingga harus menunggu bantuan?

Penelitian tindakan kelas atau Classroom action research adalah penelitian tindakan yang dilaksanakan oleh guru di dalam kelas. Penelitian Tindakan pada hakikatnya merupakan rangkaian “riset-tindakan-riset-tindakan-riset-tindakan...”, yang dilakukan melalui tahap-tahap dalam siklus, dalam rangka memecahkan masalah, sampai masalah itu terpecahkan. Ada beberapa jenis Penelitian Tindakan, dua di antaranya adalah individual action research dan collaborative action research (CAR). Jadi CAR bisa berarti dua hal, yaitu classroom action research dan collaborative action research; dua-duanya merujuk pada hal yang sama. Penelitian Tindakan termasuk penelitian kualitatif walaupun data yang dikumpulkan bisa saja bersifat kuantitatif. Penelitian Tindakan berbeda dengan penelitian formal, yang bertujuan untuk menguji hipotesis dan membangun teori yang bersifat umum (general). Penelitian tindakan bertujuan memperbaiki kinerja, sifatnya kontekstual dan hasilnya tidak untuk digeneralisasi. Walaupun demikian, hasil penelitian tindakan dapat saja diterapkan oleh orang lain yang mempunyai latar belakang yang mirip dengan yang dimiliki peneliti.

Dalam PTK, guru bertindak sebagai pengajar sekaligus peneliti. Fokus penelitian berupa kegiatan pembelajaran. Guru adalah orang yang paling akrab dengan kelasnya dan biasanya interaksi yang terjadi antara guru-siswa berlangsung secara unik. Keterlibatan guru dalam berbagai kegiatan kreatif dan inovatif yang bersifat pengembangan mempersyaratkan guru untuk mampu melakukan PTK di kelasnya. Guru pun mempunyai hak otonomi untuk menilai sendiri kinerjanya. Metode paling utama adalah merefleksi diri dengan tetap mengikuti kaidah-kaidah penelitian baku. Dari berbagai pengalaman penelitian, temuan penelitian tradisional terkadang sangat sukar diterapkan untuk memperbaiki pembelajaran di sekolah. Karena itu arahan atau petunjuk untuk melakukan PTK dan sumber dananya sangat diperlukan oleh para guru.

Manfaat PTK bagi guru sangat banyak. Di antaranya adalah membantu guru memperbaiki mutu pembelajaran, meningkatkan profesionalitas guru, meningkatkan rasa percaya diri guru, memungkinkan guru secara aktif mengembangkan pengetahuan, dan keterampilannya. Walaupun demikian, PTK mengandung beberapa keterbatasan, antara lain validitasnya yang masih sering disangsikan, tidak dimungkinkan melakukan generalisasi karena sampel sangat terbatas, peran guru sebagai pengajar dan sekaligus peneliti sering kali membuat dirinya menjadi sangat repot.

Berdasarkan latar pokok seperti itu, berikut disampaikan pokok-pokok penelitian tindakan kelas yang dapat dimanfaatkan oleh guru sebagai dasar untuk melaksanakan tindakan perbaikan atas kekurangan-kekurangan yang timbul oleh rutinitas pembelajaran di kelas.

B. Prasyarat

Peserta PLPG dipersyaratkan telah memahami bahan-bahan yang berkaitan dengan metodologi penelitian sehingga penyebutan

istilah-istilah dalam mata latih ini tidak harus disertai dengan penjelasannya secara rinci.

C. Petunjuk Belajar

1. Bacalah dengan cermat bagian ini agar Anda mengetahui kemampuan yang diharapkan dapat dicapai dan kegiatan belajar yang akan disajikan.
2. Bacalah sekilas uraian dalam tiap kegiatan belajar dan carilah istilah-istilah yang Anda anggap baru pada glosarium di bagian akhir materi latih ini.
3. Pelajari secara secara rinci pengertian-pengertian dalam tiap kegiatan belajar, diskusikan sesama peserta.
4. Jawablah semua pertanyaan yang diberikan dalam kegiatan belajar sebagai latihan, diskusikan dengan sesama peserta, teman sejawat, atau instruktur Anda.
5. Kerjakan soal-soal Tes Formatif pada setiap akhir kegiatan belajar, lalu ocockkan jawaban Anda dengan Kunci Jawaban Tes Formatif pada akhir modul ini.
6. Buatlah usulan penelitian tindakan kelas dengan topik yang mutakhir dan sesuai dengan minat kajian Anda.

D. Kompetensi dan Indikator

Kompetensi

- Kemampuan memahami konsep, prinsip-prinsip, model, persyaratan, tujuan dan output pt sehingga dapat mengembangkan permasalahan yang dihadapi guru di kelas menjadi topik PTK.
- Kemampuan menemukan topik PTK, merumuskan masalah, tujuan, dan manfaat PTK, menemukan sumber referensi untuk menyusun landasan teori, menentukan sasaran PTK, dan menentukan metodologi penelitian yang tepat.

- Kemampuan mengidentifikasi masalah, menganalisis dan merumuskan masalah, merencanakan tindakan perbaikan, melaksanakan PTK, dan meng-implementasikan PTK di dalam pembelajaran di sekolah.
- Kemampuan mengidentifikasi dan menuliskan komponen-komponen yang harus dimunculkan di dalam penulisan laporan penelitian kelas.

Indikator

- (1) Menjelaskan pengertian tentang penelitian tindakan kelas
- (2) Menjelaskan prinsip-prinsip PTK
- (3) Menjelaskan model PTK
- (4) Menyebutkan syarat-syarat PTK
- (5) Menyebutkan sasaran atau objek PTK
- (6) Menjelaskan beberapa tujuan PTK
- (7) Menjelaskan luaran PTK
- (8) Merumuskan pokok bahasan atau topic PTK
- (9) Menentukan latar pokok bahasan atau setting PTK
- (10) Mengemukakan alasan pemilihan topik PTK
- (11) Merumuskan masalah yang akan dipecahkan di dalam PTK
- (12) Merumuskan tujuan dan manfaat PTK
- (13) Menyebutkan sumber atau bahan pustaka yang berkaitan dengan topic penelitian
- (14) Menentukan metodologi yang akan digunakan untuk memecahkan masalah penelitian
- (15) Merangkum butir 1 s.d. 7 dalam bentuk draft proposal PTK.
- (16) Menyebutkan masalah pembelajaran yang digali dari realitas selama berlangsungnya proses pembelajaran di kelas.
- (17) Membuat rumusan masalah pembelajaran yang dapat dipecahkan melalui PTK.

- (18) Membuat rumusan perbaikan masalah pembelajaran yang pelaksanaannya dilakukan melalui PTK.
- (19) Merencanakan pelaksanaan PTK dalam wujud siklus-siklus yang masing-masing terdiri atas empat tahap.
- (20) Merencanakan penerapan PTK di dalam pembelajaran bahasa Inggris di kelas.
- (21) Menuliskan rancangan prawacana laporan PTK.
- (22) Menuliskan rancangan nas PTK yang terbagi menjadi bab dan sub-bab.
- (23) Menuliskan rancangan koda PTK yang terdiri atas lampiran dan daftar pustaka.
- (24) Menuliskan daftar pustaka dengan format yang benar dan konsisten.

BAB II KEGIATAN BELAJAR 1

PENGERTIAN PENELITIAN TINDAKAN KELAS

A. Kompetensi dan Indikator

Kompetensi

Mampu memahami konsep, prinsip-prinsip, model, persyaratan, tujuan dan output pt sehingga dapat mengembangkan permasalahan yang dihadapi guru di kelas menjadi topik PTK.

Indikator

- (1) Menjelaskan pengertian tentang penelitian tindakan kelas
- (2) Menjelaskan prinsip-prinsip PTK
- (3) Menjelaskan model PTK
- (4) Menyebutkan syarat-syarat PTK
- (5) Menyebutkan sasaran atau objek PTK
- (6) Menjelaskan beberapa tujuan PTK
- (7) Menjelaskan luaran PTK

B. Uraian Materi

1. Pengertian Penelitian Tindakan Kelas

Penelitian tindakan adalah penelitian yang berorientasi pada penerapan tindakan dengan tujuan peningkatan mutu atau pemecahan masalah pada suatu kelompok subyek yang diteliti dan mengamati tingkat keberhasilan atau akibat tindakannya, untuk kemudian diberikan tindakan lanjutan yang bersifat penyempurnaan tindakan atau penyesuaian dengan kondisi dan situasi sehingga diperoleh hasil yang lebih baik. Di kalangan pendidikan, tindakan ini dapat diterapkan pada sebuah kelas sehingga sering disebut Penelitian Tindakan Kelas (*Classroom Action Research*). Dalam kaitan ini, terdapat tiga kata yang membentuk pengertian tersebut, yaitu: (1) Penelitian yang merujuk pada suatu kegiatan mencermati suatu objek dengan menggunakan cara-cara dan aturan metodologi tertentu untuk memperoleh data atau

informasi yang bermanfaat untuk meningkatkan mutu suatu hal yang menarik minat dan penting bagi peneliti; (1) Tindakan yang merujuk pada sesuatu gerak kegiatan yang sengaja dilakukan dengan tujuan tertentu, yang dalam penelitian berbentuk rangkaian siklus kegiatan; (3) Kelas yang dalam hal ini tidak terikat pada pengertian ruang kelas, tetapi dalam pengertian yang lebih spesifik. Seperti yang sudah lama dikenal dalam bidang pendidikan dan pengajaran, yang dimaksud dengan 'kelas' adalah sekelompok siswa yang dalam waktu yang sama, menerima pelajaran yang sama dari guru yang sama juga.

Dengan menggabungkan batasan pengertian tiga kata inti, yaitu (1) penelitian, (2) tindakan, dan (3) kelas, segera dapat disimpulkan bahwa penelitian tindakan kelas merupakan suatu pencermatan terhadap kegiatan belajar berupa tindakan, yang sengaja dimunculkan dan terjadi dalam sebuah kelas secara bersama.

2. Prinsip-prinsip Penelitian Tindakan Kelas

Agar peneliti memperoleh informasi atau kejelasan tetapi tidak menyalahi kaidah yang ditentukan, perlu kiranya dipahami bersama prinsip-prinsip yang harus dipenuhi apabila sedang melakukan penelitian tindakan kelas. Prinsip-prinsip yang dimaksud adalah sebagai berikut.

- (1) PTK merupakan kegiatan nyata dalam situasi rutin yang dilakukan oleh peneliti tanpa mengubah situasi rutin. Jika penelitian dilakukan dalam situasi lain, hasilnya tidak dapat dijamin akan dapat dilaksanakan lagi dalam situasi aslinya. Oleh karena itu, penelitian tindakan tidak perlu mengadakan waktu khusus, tidak mengubah jadwal yang sudah ada.
- (2) Adanya kesadaran untuk memperbaiki diri. Penelitian tindakan didasarkan pada filosofi bahwa tiap manusia tidak suka dengan hal-hal yang statis, tetapi selalu menginginkan sesuatu yang lebih baik. Peningkatan diri untuk hal yang lebih baik ini dilakukan terus-

menerus sampai tujuan tercapai, tetapi sifatnya hanya sementara karena dilanjutkan lagi dengan keinginan untuk lebih baik yang datang susul menyusul. Dengan kata lain, penelitian tindakan dilakukan bukan karena ada paksaan atau permintaan dari pihak lain, tetapi harus atas dasar sukarela, dengan senang hati, karena menunggu hasilnya yang diharapkan lebih baik dari hasil yang lalu, yang dirasakan belum memuaskan dan perlu ditingkatkan.

- (3) SWOT sebagai dasar berpijak. Penelitian tindakan kelas harus dimulai dengan melakukan analisis SWOT – S (Strength), W (Weaknesses), O (Opportunity) , dan T (Threat) . Empat hal tersebut dilihat dari sudut guru yang melaksanakan dan siswa yang dikenai tindakan. Dengan berpijak pada hal-hal yang disebutkan, penelitian tindakan kelas dapat dilaksanakan hanya apabila ada kesejajaran antara kondisi yang ada pada guru dan juga pada siswa. Tentu saja, pekerjaan guru sebelum menentukan jenis tindakan yang akan dicobakan, memerlukan pemikiran yang matang.
- (4) Ada upaya empirik dan sistemik. Prinsip keempat ini merupakan penerapan dari prinsip ketiga. Dengan telah dilakukannya analisis SWOT, apabila guru melakukan penelitian tindakan kelas, sudah mengikuti prinsip empirik (terkait dengan pengalaman) dan sistemik, berpijak pada unsur-unsur yang terkait dengan keseluruhan sistem yang terkait dengan objek yang sedang digarap. Jika guru mengupayakan cara mengajar baru, harus juga memikirkan sarana pendukung dan hal-hal yang terkait dengan cara baru tersebut.
- (5) Ikuti SMART dalam perencanaan. SMART adalah kata bahasa Inggris artinya cerdas. Dalam proses perencanaan kegiatan kata ini merupakan singkatan dari lima huruf bermakna: (1) Specific, khusus, tidak terlalu umum, (2) Managable, dapat dikelola, dilaksanakan, (3) Acceptable, dapat diterima lingkungan, atau

Achievable, dapat dicapai, dijangkau, (4) Realistic, operasional, tidak di luar jangkauan dan (5) Time-bound, diikat oleh waktu, terencana.

- (6) Tidak seperti penelitian biasa, PTK harus cemerlang. Penelitian tindakan kelas harus dapat menunjukkan bahwa tindakan yang diberikan kepada siswa memang berbeda dari apa yang sudah biasa dilakukan. Sesuai dengan prinsip nomer 2, yaitu adanya kesadaran dan keinginan untuk meningkatkan diri, apa yang sudah ada, tindakan yang dilakukan harus berbeda dari biasanya, karena yang biasa sudah jelas menunjukkan hasil yang kurang memuaskan. Oleh karena, itu guru melakukan tindakan yang diperkirakan dapat memberikan hasil yang lebih baik.
- (7) PTK terpusat pada proses, bukan semata-mata hasil. Penelitian tindakan kelas merupakan kegiatan yang dilakukan oleh guru atau peneliti untuk memperbaiki atau meningkatkan hasil , dengan mengubah cara, metode, pendekatan atau strategi yang berbeda dari biasanya. Cara, metode, pendekatan atau strategi tersebut berupa proses yang harus diamati secara cermat, dilihat kelancarannya, kesesuaian dengan dan penyimpangannya dari rencana, kesulitan atau hambatan yang dijumpai, dan lain-lain aspek yang berkaitan dengan proses. Sejauh mana proses ini sudah memenuhi harapan, lalu dikaitkan dengan hasil setelah satu atau dua kali tindakan berakhir. Dengan kata lain, dalam melaksanakan penelitian, peneliti tidak harus selalu berpikir dan MENGEJAR HASIL, tetapi mengamati proses yang terjadi. Hasil yang diperoleh merupakan DAMPAK dari prosesnya.

3. Model Penelitian Tindakan Kelas

Ada beberapa ahli yang mengemukakan model penelitian tindakan kelas, namun secara garis besar terdapat empat tahapan yang lazim dilalui, yaitu tahap: Perencanaan, Pelaksanaan, Pengamatan, dan Refleksi.

- (1) Perencanaan – menyusun rancangan tindakan. Dalam tahap ini peneliti menjelaskan tentang apa, mengapa, kapan, di mana, oleh siapa, dan bagaimana tindakan tersebut dilakukan. Penelitian tindakan yang ideal sebetulnya dilakukan secara berpasangan antara pihak yang melakukan tindakan dan pihak yang mengamati proses jalannya tindakan. Cara ini dikatakan ideal karena adanya upaya untuk mengurangi unsur subjektivitas pengamat serta mutu kecermatan amatan yang dilakukan. Dengan mudah dapat diterima bahwa pengamatan yang diarahkan pada diri sendiri biasanya kurang teliti dibanding dengan pengamatan yang dilakukan terhadap hal-hal yang berada di luar diri, karena adanya unsur subjektivitas yang berpengaruh, yaitu cenderung mengunggulkan dirinya.
- (2) Pelaksanaan Tindakan. Tahap ke-2 dari penelitian tindakan adalah pelaksanaan, yaitu implementasi atau penerapan isi rancangan di dalam kancah, yaitu mengenakan tindakan di kelas. Hal yang perlu diingat adalah bahwa dalam tahap 2 ini pelaksana guru harus ingat dan berusaha mentaati apa yang sudah dirumuskan dalam rancangan, tetapi harus pula berlaku wajar, tidak dibuat-buat. Dalam refleksi, keterkaitan antara pelaksanaan dengan perencanaan perlu diperhatikan.
- (3) Pengamatan. Tahap ke-3, yaitu kegiatan pengamatan yang dilakukan oleh pengamat. Sebetulnya sedikit kurang tepat kalau pengamatan ini dipisahkan dengan pelaksanaan tindakan karena seharusnya pengamatan dilakukan pada waktu tindakan sedang dilakukan. Jadi keduanya berlangsung dalam waktu yang sama.

Sebutan tahap 2 diberikan untuk memberikan peluang kepada guru pelaksana yang berstatus juga sebagai pengamat. Ketika guru tersebut sedang melakukan tindakan, karena hatinya menyatu dengan kegiatan, tentu tidak sempat menganalisis peristiwanya ketika sedang terjadi. Oleh karena itu kepada guru pelaksana yang berstatus sebagai pengamat ini untuk melakukan "pengamatan balik" terhadap apa yang terjadi ketika tindakan berlangsung. Sambil melakukan pengamatan balik ini guru pelaksana mencatat sedikit demi sedikit apa yang terjadi.

- (4) Refleksi. Tahap ke-4 ini merupakan kegiatan untuk mengemukakan kembali apa yang sudah dilakukan. Istilah "refleksi" dari kata bahasa Inggris *reflection*, yang diterjemahkan dalam bahasa Indonesia pemantulan. Kegiatan refleksi ini sebetulnya lebih tepat dikenakan ketika guru pelaksana sudah selesai melakukan tindakan, kemudian berhadapan dengan peneliti untuk mendiskusikan implementasi rancangan tindakan. Istilah refleksi di sini sama dengan "memantul-seperti halnya memancar dan menatap kena kaca", yang dalam hal ini guru pelaksana sedang memantulkan pengalamannya pada peneliti yang baru saja mengamati kegiatannya dalam tindakan. Inilah inti dari penelitian tindakan, yaitu ketika guru pelaku tindakan mengatakan kepada peneliti pengamat tentang hal-hal yang dirasakan sudah berjalan baik dan bagian mana yang belum. Apabila guru pelaksana juga berstatus sebagai pengamat, maka refleksi dilakukan terhadap diri sendiri. Dengan kata lain guru tersebut melihat dirinya kembali, melakukan "dialog" untuk menemukan hal-hal yang sudah dirasakan memuaskan hati karena sudah sesuai dengan rancangan dan mengenali hal-hal yang masih perlu diperbaiki.

Keempat tahap dalam penelitian tindakan tersebut adalah unsur untuk membentuk sebuah siklus, yaitu satu putaran kegiatan beruntun, dari

tahap penyusunan rancangan sampai dengan refleksi, yang tidak lain adalah evaluasi. Apabila dikaitkan dengan "bentuk tindakan" sebagaimana disebutkan dalam uraian ini, maka yang dimaksud dengan bentuk tindakan adalah siklus tersebut. Jadi bentuk penelitian tindakan kelas tidak pernah merupakan kegiatan tunggal tetapi selalu berupa rangkaian kegiatan yang akan kembali ke asal, yaitu dalam bentuk siklus.

4. Persyaratan Penelitian Tindakan Kelas

Beberapa hal di bawah ini antara lain merupakan persyaratan untuk diterimanya laporan penelitian tindakan kelas yang dilakukan oleh guru.

- (1) Penelitian tindakan kelas harus tertuju atau mengenai hal-hal yang terjadi di dalam pembelajaran, dan berguna untuk meningkatkan kualitas pembelajaran.
- (2) Penelitian tindakan kelas oleh guru menuntut dilakukannya pencermatan secara terus-menerus, objektif, dan sistematis, artinya dicatat atau direkam dengan baik sehingga diketahui dengan pasti tingkat keberhasilan yang diperoleh peneliti serta penyimpangan yang terjadi; hasil pencermatan tersebut akan menentukan tindak lanjut yang harus diambil segera oleh peneliti.
- (3) Penelitian tindakan harus dilakukan sekurang- kurangnya dalam dua siklus tindakan yang berurutan; informasi dari siklus yang terdahulu sangat menentukan bentuk siklus berikutnya. Oleh karena itu siklus yang kedua, ketiga dan seterusnya tidak dapat dirancang sebelum siklus pertama terjadi. Hasil refleksi harus tampak digunakan sebagai bahan masukan untuk perencanaan siklus berikutnya.
- (4) Penelitian tindakan kelas terjadi secara wajar, tidak mengubah aturan yang sudah ditentukan, dalam arti tidak mengubah jadwal yang berlaku. Tindakan yang dilakukan tidak boleh merugikan

siswa, baik yang dikenai atau siswa lain. Makna kalimat ini adalah bahwa tindakan yang dilakukan guru tidak hanya memilih anak-anak tertentu, tetapi harus semua siswa dalam kelas.

- (5) Penelitian tindakan kelas disadari betul oleh pelakunya, sehingga yang bersangkutan dapat mengemukakan kembali apa yang dilakukan, baik mengenai tindakan, suasana ketika terjadi, reaksi siswa, urutan peristiwa, hal-hal yang dirasakan sebagai kelebihan dan kekurangan dibandingkan dengan rencana yang sudah dibuat sebelumnya.

5. Sasaran atau Objek Penelitian Tindakan Kelas

Sesuai dengan prinsip bahwa ada tindakan yang dirancang sebelumnya, maka objek penelitian tindakan kelas harus merupakan sesuatu yang aktif dan dapat dikenai aktivitas, bukan objek yang sedang diam dan tanpa gerak. Hal-hal yang dapat diamati sehubungan dengan tiap proses pembelajaran antara lain adalah sebagai berikut.

- (1) Unsur siswa, dapat dicermati objeknya ketika siswa sedang asyik mengikuti proses pembelajaran di kelas/lapangan/ laboratorium atau bengkel, maupun ketika sedang asyik mengerjakan pekerjaan rumah di dalam hati, atau ketika mereka sedang mengikuti kerja bhakti di luar sekolah.
- (2) Unsur guru, dapat dicermati ketika yang bersangkutan sedang mengajar di kelas, sedang membimbing siswa-siswa yang sedang berdarmawisata., atau ketika guru sedang mengadakan kunjungan ke rumah siswa.
- (3) Unsur materi pelajaran, dapat dicermati urutan materi tersebut ketika disajikan kepada siswa, meliputi pengorganisasiannya, cara penyajiannya, atau pengaturannya.
- (4) Unsur peralatan atau sarana pendidikan, meliputi peralatan, baik yang dimiliki oleh siswa secara perorangan, peralatan yang

disediakan oleh sekolah, ataupun peralatan yang disediakan dan digunakan di kelas.

- (5) Unsur hasil pembelajaran, yang ditinjau dari tiga ranah yang dijadikan titik tujuan yang harus di capai melalui pembelajaran, baik susunan maupun tingkat pencapaian. Oleh karena hasil belajar merupakan produk yang harus ditingkatkan, pasti terkait dengan tindakan unsur lain.
- (6) Unsur lingkungan, baik lingkungan siswa di kelas, sekolah, maupun yang melingkungi siswa dirumahnya. Informasi tentang lingkungan ini dikaji bukan untuk dilakukan campur tangan, tetapi digunakan sebagai pertimbangan dan bahan untuk pembahasan.
- (7) Unsur pengelolaan, yang merupakan gerak kegiatan sehingga mudah diatur dan direkayasa dalam bentuk tindakan. Yang digolongkan sebagai kegiatan pengelolaan misalnya cara mengelompokkan siswa ketika guru memberikan tugas, pengaturan urutan jadwal, pengaturan, tempat duduk siswa, penempatan papan tulis, penataan peralatan milik siswa dan sebagainya.

6. Tujuan PTK

Tujuan utama PTK adalah memecahkan permasalahan nyata yang terjadi di kelas dan meningkatkan kegiatan nyata Guru dalam pengembangan profesionalnya. Secara rinci, tujuan PTK antara lain:

- (1) Meningkatkan mutu isi, masukan, proses, dan hasil pendidikan dan pembelajaran di sekolah.
- (2) Membantu Guru dan tenaga kependidikan lainnya mengatasi masalah pembelajaran.
- (3) Meningkatkan sikap profesional pendidik dan tenaga kependidikan.
- (4) Menumbuhkembangkan budaya akademik di lingkungan sekolah sehingga tercipta sikap proaktif dalam melakukan perbaikan mutu pendidikan dan pembelajaran secara berkelanjutan.

7. Output PTK

- (1) Peningkatan atau perbaikan terhadap kinerja belajar siswa di sekolah.
- (2) Peningkatan atau perbaikan mutu proses pembelajaran di kelas.
- (3) Peningkatan atau perbaikan kualitas penggunaan media, alat bantu, dan sumber belajar lainnya.
- (4) Peningkatan atau perbaikan kualitas prosedur dan alat evaluasi untuk mengukur proses dan hasil belajar siswa.
- (5) Peningkatan atau perbaikan terhadap masalah-masalah pendidikan anak di sekolah.
- (6) Peningkatan atau perbaikan kualitas penerapan kurikulum dan pengembangan kompetensi siswa di sekolah.

C. Latihan

Diskusi kelompok dengan topic: perkara-perkara yang terkait dengan (1) pengertian, (2) prinsip, (3) model, (4) tujuan, (5) sasaran, dan (6) luaran PTK.

D. Lembar Kegiatan

- (1) Alat dan Bahan
 - Lembar kerja
- (2) Prasyarat
- (3) Langkah Kegiatan
 - Bentuklah kelompok-kelompok kerja yang masing-masing terdiri atas 5 peserta.
 - Diskusikan perkara-perkara yang terkait dengan (1) pengertian, (2) prinsip, (3) model, (4) tujuan, (5) sasaran, dan (6) luaran PTK.

- Berikan contoh realitas di kelas yang dapat diangkat menjadi permasalahan PTK.
- Catat hasil-hasil diskusi pada lembar kerja.
- Presentasikan hasil diskusi secara bergiliran
- Dapatkan masukan dari instruktur pada akhir pelatihan.

(4) Hasil Kegiatan

- Laporan hasil diskusi berupa lembar kerja yang telah terisi.

E. Rangkuman

Penelitian tindakan adalah penelitian yang berorientasi pada penerapan tindakan dengan tujuan peningkatan mutu atau pemecahan masalah pada suatu kelompok subyek yang diteliti dan mengamati tingkat keberhasilan atau akibat tindakannya, untuk kemudian diberikan tindakan lanjutan yang bersifat penyempurnaan tindakan atau penyesuaian dengan kondisi dan situasi sehingga diperoleh hasil yang lebih baik. Di kalangan pendidikan, tindakan ini dapat diterapkan pada sebuah kelas sehingga sering disebut Penelitian Tindakan Kelas (*Classroom Action Research*).

Agar peneliti memperoleh informasi atau kejelasan perlu kiranya dipahami bersama prinsip-prinsip: (1) PTK merupakan kegiatan nyata dalam situasi rutin yang dilakukan oleh peneliti tanpa mengubah situasi rutin; (2) adanya kesadaran untuk memperbaiki diri; (3) SWOT sebagai dasar berpijak; (4) ada upaya empirik dan sistemik; (5) kuti SMART dalam perencanaan; (6) PTK harus cemerlang; (7) PTK terpusat pada proses, bukan semata-mata hasil.

Ada empat tahapan yang lazim dilalui dalam PTK, yaitu tahap: Perencanaan – menyusun rancangan tindakan; Pelaksanaan Tindakan; Pengamatan – kegiatan pengamatan yang dilakukan oleh pengamat; Refleksi, yaitu kegiatan untuk mengemukakan kembali apa yang sudah dilakukan. Keempat tahap tersebut adalah unsur untuk membentuk sebuah siklus dalam PTK.

Persyaratan untuk diterimanya laporan penelitian tindakan kelas adalah bahwa PTK harus (1) mengenai hal-hal yang terjadi di dalam pembelajaran; penelitian tindakan kelas menuntut dilakukannya pencermatan secara terus-menerus, objektif, dan sistematis; (3) dilakukan sekurang- kurangnya dalam dua siklus tindakan yang berurutan; (4) terjadi secara wajar; disadari betul oleh pelakunya.

Objek penelitian tindakan kelas harus merupakan sesuatu yang aktif dan dapat dikenai aktivitas, bukan objek yang sedang diam dan tanpa gerak. Siswa dapat dicermati objeknya ketika sedang asyik mengikuti proses pembelajaran; guru, dapat dicermati ketika yang bersangkutan sedang mengajar di kelas; materi pelajaran, dapat dicermati ketika disajikan kepada siswa; peralatan atau sarana pendidikan, dan hasil pembelajaran dapat diamati selama proses berlangsung.

Tujuan utama PTK adalah meningkatkan mutu isi, masukan, proses, dan hasil pendidikan dan pembelajaran di sekolah; membantu Guru dan tenaga kependidikan lainnya mengatasi masalah pembelajaran; meningkatkan sikap profesional pendidik dan tenaga kependidikan; menumbuhkembangkan budaya akademik di lingkungan sekolah.

Output PTK antara lain peningkatan atau perbaikan terhadap kinerja belajar siswa di sekolah; peningkatan atau perbaikan mutu proses pembelajaran di kelas; peningkatan atau perbaikan kualitas penggunaan media, alat bantu, dan sumber belajar lainnya; peningkatan atau perbaikan kualitas prosedur dan alat evaluasi untuk mengukur proses dan hasil belajar siswa; peningkatan atau perbaikan terhadap masalah-masalah pendidikan anak di sekolah; peningkatan atau perbaikan kualitas penerapan kurikulum dan pengembangan kompetensi siswa di sekolah.

F. Tes Formatif

Pilihlah jawaban yang paling tepat.

1. Penelitian tindakan adalah penelitian yang berorientasi pada ...
 - a. penerapan tindakan dengan tujuan peningkatan mutu.
 - b. kepentingan guru di dalam kelas
 - c. peningkatan kualitas sekolah secara umum
 - d. kualitas pembelajaran bidang studi

2. Salah satu prinsip PTK ialah bahwa PTK merupakan kegiatan nyata dalam situasi rutin yang
 - a. dilaksanakan bersama oleh guru dan siswa
 - b. dilaksanakan oleh kepala sekolah
 - c. dilakukan oleh dilakukan oleh peneliti
 - d. dilakukan oleh pihak luar sekolah

3. Penelitian tindakan kelas harus dapat menunjukkan bahwa tindakan yang diberikan kepada siswa ...
 - a. merupakan kegiatan rutin
 - b. sama dengan kegiatan sehari-hari di kelas
 - c. serupa dengan kelas yang tidak diteliti
 - d. berbeda denganyang sudah biasa dilakukan

4. Penelitian tindakan kelas merupakan kegiatan yang dilakukan oleh guru untuk ...
 - a. mempertahankan prestasi sekolah
 - b. memperbaiki atau meningkatkan hasil
 - c. memotivasi agar siswa lebih giat belajar
 - d. meningkatkan kinerja guru

5. Tahap Pelaksanaan dalam penelitian tindakan kelas bermakna ...

- a. penerapan isi rancangan di dalam kancah
 - b. pengamatan proses pelaksanaan penelitian
 - c. pemecahan masalah yang muncul dalam proses pembelajaran
 - d. ketiga butir di atas
6. Penelitian tindakan kelas harus tertuju atau mengenai hal-hal yang terjadi di dalam pembelajaran, dan berguna untuk ...
- a. merefleksi keefektifan tindakan guru
 - b. mendorong maju kinerja siswa di kelas
 - c. mengevaluasi hasil kerja guru dalam suatu semester
 - d. meningkatkan kualitas pembelajaran.
7. Sesuai dengan prinsip bahwa ada tindakan yang dirancang sebelumnya, maka objek penelitian tindakan kelas harus merupakan sesuatu yang ...
- a. aktif dan dapat dikenai aktivitas
 - b. stabil dari waktu ke waktu
 - c. berubah-ubah hingga menunjukkan adanya dinamika kelas
 - d. mampu menunjukkan adanya perubahan
8. Unsur siswa, dapat dicermati objeknya ketika siswa sedang ...
- a. berada di dalam kelas
 - b. berada di luar kelas
 - c. mengikuti proses pembelajaran
 - d. mengerjakan tugas dari guru
9. Salah satu tujuan utama PTK adalah ...
- a. memecahkan permasalahan nyata yang terjadi di kelas
 - b. meningkatkan kegiatan nyata siswa
 - c. menambah pekerjaan guru
 - d. memaksimalkan penggunaan sarana penelitian di kelas
10. Salah satu luaran PTK adalah Peningkatan atau perbaikan kualitas penggunaan ...

- a. prasarana sekolah
- b. sarana administrasi pendidikan di kelas
- c. sumber daya manusia di sekolah
- d. media, alat bantu, dan sumber belajar lainnya.

BAB III KEGIATAN BELAJAR 2

MENYUSUN PROPOSAL PTK

A. Kompetensi dan Indikator

Kompetensi

Kemampuan menemukan topik PTK, merumuskan masalah, tujuan, dan manfaat PTK, menemukan sumber referensi untuk menyusun landasan teori, menentukan sasaran PTK, dan menentukan metodologi penelitian yang tepat.

Indikator

- (1) Merumuskan pokok bahasan atau topic PTK
- (2) Menentukan latar pokok bahasan atau setting PTK
- (3) Mengemukakan alasan pemilihan topik PTK
- (4) Merumuskan masalah yang akan dipecahkan di dalam PTK
- (5) Merumuskan tujuan dan manfaat PTK
- (6) Menyebutkan sumber atau bahan pustaka yang berkaitan dengan topic penelitian
- (7) Menentukan metodologi yang akan digunakan untuk memecahkan masalah penelitian
- (8) Merangkum butir 1 s.d. 7 dalam bentuk draft proposal PTK.

B. Uraian Materi

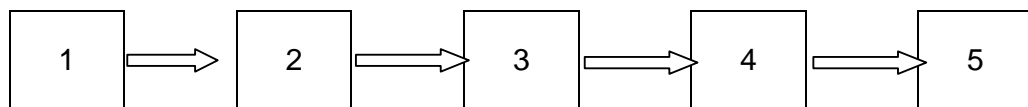
Usulan Penelitian Tindakan Kelas dimaksudkan sebagai sarana bagi guru untuk menunjukkan kecakapannya merencanakan kegiatan penelitian yang hasilnya akan dilaporkan dalam bentuk laporan penelitian ataupun artikel yang dapat dimuat di dalam jurnal ilmiah. Sebagai sebuah rencana penelitian yang disusun dalam rangka memenuhi salah satu tugas sebagai tenaga pengajar profesional, usulan penelitian sepatutnya disusun menurut kriteria keilmuan yang mencakupi sekurangnya sepuluh bagian: (1) topik atau pokok bahasan, (2) latar pokok bahasan, (3) alasan pemilihan topic, (4)

masalah yang diteliti, (5) tujuan penelitian, (6) kebermaknaan penelitian, (7) tinjauan pustaka, (8) metodologi penelitian, (9) ragangan laporan penelitian, dan (10) daftar pustaka acuan.

1. Pokok Bahasan

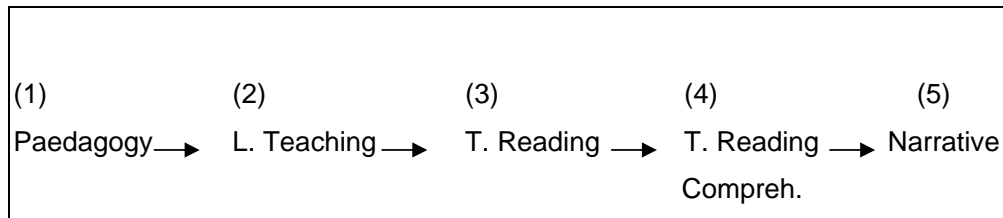
Pokok Bahasan atau topik suatu kajian merujuk kepada suatu medan yang di dalamnya berisi rumusan mengenai apa yang akan dicakup di dalam suatu penelitian. Buku-buku mengenai petunjuk penulisan skripsi kebanyakan hanya menyebutkan bahwa hendaknya cakupan topik jangan terlalu luas ataupun terlalu sempit. Jika cakupan terlalu luas, penyelesaian penelitiannya akan makan waktu lama dan penulisan laporannya pun dapat menguras tenaga. Sebaliknya, jika cakupan terlalu sempit, peneliti akan kehabisan bahan untuk dibahas sehingga kurang memenuhi syarat sebagai sebuah skripsi/tugas akhir. Jadi, bagaimana mendapatkan topik skripsi/tugas akhir yang pas – tidak terlalu luas dan juga tidak terlalu sempit?

Untuk menjawab pertanyaan ini, sebelum menentukan topik, calon peneliti harus melakukan kajian teoretis pendahuluan. Kajian ini meliputi penentuan (1) apa disiplin ilmu yang akan menjadi pijakan penelitian, (2) apa sub-disiplin ilmu yang diminatinya, (3) apa jабaran yang dapat diperoleh dari sub-disiplin ilmu itu, (4) apa cakupan yang dapat dibahas dari jабaran itu, dan (5) apa subjek dan objek kajian yang akan ditemukan di lapangan. Kelima aspek itu dapat digambarkan sebagai berikut.



Sebagai contoh, disiplin Paedagogy (1) dapat dikembangkan menjadi Language Teaching, Language Testing, Classroom Interaction, Curriculum/Material Development, Error analysis , dsb. (2).

Language Teaching menjadi Teaching Listening, Reading, Speaking, Writing, Grammar, Vocabulary (3). Teaching Reading menjadi Extensive Reading, Reading comprehension, Skimming, Scanning (4). Reading comprehension dengan fokus descriptive, narrative, argument, expository. Uraian ini dapat digambarkan sebagai berikut.



Peta seperti yang dikemukakan di atas mengisyaratkan bahwa sebaiknya topik yang diambil untuk penulisan skripsi berada pada nomor (3). Dengan demikian, disiplin (1) dan sub-disiplin ilmu (2) digunakan sebagai latar tempat topik tersebut berpijak, sedangkan jabaran (4) dan (5) digunakan sebagai lahan yang akan tercakupi oleh penelitian. Sebab itu, peta di atas dapat menjadi dasar untuk menghasilkan topik penelitian seperti:

The Presentation of Narratives in Teaching Reading Comprehension to Students of SMA Pelita Nusantara: A Case Study.

2. Latar Pokok Bahasan

Latar Pokok Bahasan menyajikan suatu disiplin ilmu yang menjadi wadah bagi topik yang dikaji di dalam penelitian. Latar ini hendaknya terkait langsung dengan topik sehingga pembaca (dalam hal ini pembimbing dan penguji skripsi/tugas akhir) dengan mudah dan cepat dapat memahami keinginan penulis dalam mengajukan argumentasinya. Sebagai contoh,

'Pemakaian Kesantunan Positif di dalam Interaksi antara guru dan siswa'

(The Implementation of Positive Politeness in the Student-teacher Interaction)

dirujukkan kepada Sociopragmatics, sebab cabang linguistik ini membahas pelbagai aspek yang berkaitan dengan pemakaian bahasa di dalam konteks sosial antarpeserta tutur termasuk aspek kesantunan.

Topik dapat pula dirujukkan kepada kenyataan yang terdapat di dalam masyarakat dalam kurun waktu tertentu. Misalnya, topik mengenai pembaruan teknik pengajaran bahasa dapat ditunjukkan kepada fakta-fakta di dalam masyarakat sekolah yang ditemukan pada masa tertentu.

Sebagai contoh,

‘Kegagalan Siswa dalam Menguasai Ungkapan Idiomatis untuk Berkomunikasi’

(The Students Failure in Mastering Idiomatic Utterances for Communication)

dirujukkan kepada asumsi umum bahwa sebagian (besar) siswa belum mampu menggunakan ungkapan-ungkapan idiomatis yang lazim digunakan oleh penutur jati untuk bertutur.

Latar belakang hendaknya dilengkapi juga dengan tinjauan sekilas tentang hasil-hasil penelitian dengan topik yang sejenis dengan topik yang akan dikerjakan. Bahannya dapat diperoleh dari jurnal penelitian, laporan penelitian, dan/atau wawancara langsung ataupun tak langsung dengan pakar yang melakukan penelitian terkait. Tinjauan ini kelak akan diperdalam di dalam bab yang khusus membahas tinjauan pustaka.

3. Alasan Pemilihan Topik

Alasan Pemilihan Topik diisi dengan alasan-alasan akademis mengapa suatu topik dipilih dalam rancangan penelitian. Misalnya, topik akan mengungkap fenomena yang unik dalam suatu masa; topik menjanjikan sumbangan yang berarti dalam pengembangan ilmu; topik menjanjikan pemecahan masalah pelik yang dihadapi suatu masyarakat; topik belum banyak dikaji orang.

Bagian ini dapat pula diisi dengan alasan-alasan praktis seperti pentingnya masyarakat tertentu mengetahui fenomena baru yang muncul di lingkungannya.

4. Masalah yang Diteliti

Pada dasarnya, suatu penelitian dilakukan dalam rangka menutup kesenjangan yang terdapat di dalam suatu kawasan ilmu dan penerapannya dalam masyarakat. Sebab itu, penelitian selalu diawali dengan mempertanyakan masalah.

Perlu diketahui bahwa ada dua macam masalah yang muncul, yaitu (1) masalah praktis dan (2) masalah ilmiah. Masalah praktis dipecahkan secara praktis, sedangkan masalah keilmuan dipecahkan menggunakan metode ilmiah. Sebagai contoh, seorang mahasiswa sedang di perjalanan menuju kampus dengan bersepeda motor. Di tengah perjalanan sepeda motor itu mogok dan tidak dapat diasut lagi. Masalah praktis yang muncul: bagaimana agar mahasiswa tersebut tidak terlambat kuliah. Masalah ini dapat diatasi secara praktis. Misalnya dengan menitipkan sepeda motor dan melanjutkan perjalanan ke kampus dengan angkutan umum, membonceng teman, atau berjalan kaki. Masalah ilmiah yang muncul: Bagaimana agar mesin kendaraan tersebut mau menyala ketika diasut. Masalah ini dipecahkan dengan memeriksa bahan bakar, bagian-bagian mesin, pengapian, kabel, dan seterusnya. Pemecahan masalah ini hanya

dapat dilakukan dengan menggunakan metode baku oleh tenaga yang memiliki kompetensi di bidang reparasi sepeda motor.

Di dalam penelitian ilmiah, pertanyaan biasanya dirumuskan dengan menggunakan kata tanya seperti apa (*what*), bagaimana (*how*), dan mengapa (*why*). Pertanyaan dengan apa (*what*) menghendaki jawaban yang berupa deskripsi, sedangkan bagaimana (*how*) dan mengapa (*why*) menghendaki jawaban yang berupa deskripsi, penjelasan, perbandingan, dan sebagainya.

Ketentuan lain yang perlu pula diperhatikan ialah bahwa satu penelitian hendaknya memecahkan hanya satu masalah pokok. Masalah ini dapat dikembangkan menjadi sejumlah sub-masalah bergantung kepada luasnya cakupan dan kedalaman bahasan. Misalnya,

Topik: The presentation of Narratives in Teaching Reading Comprehension to Students of SMA Pelita Nusantara: A Case Study.

Problem: How are narratives presented to the students in the teaching of reading comprehension at SMA Pelita Nusantara?

Jika cakupan penelitian dipandang cukup luas, masalah pokok dapat dipecah menjadi beberapa sub-masalah. Misalnya,

Topik: The realisation of Suprasegmental Features in Speeches delivered by Marty Notolegowo.

Problem: How are suprasegmental features realized in Marty Notolegowo's speeches?

Sub-problem

- (1) How are intonation realized?
- (2) How are stresses realized?
- (3) How are pitches realized?

Perhatikan bahwa sub-problem sepenuhnya menjabarkan rumusan problem. Akhirnya, perlu diingat agar masalah penelitian tidak dirumuskan dengan *yes/no* question karena rumusan seperti itu akan sangat membatasi ruang gerak peneliti dalam memecahkan masalah ilmiah.

5. Tujuan Penelitian

Tujuan penelitian dirumuskan dengan mempertimbangkan sekurangnya dua hal, yaitu (1) kaitan tujuan dengan masalah yang diteliti dan (2) pemakaian kata kunci di dalam rumusan tujuan.

Tujuan penelitian hendaknya memberikan gambaran mengenai sasaran hasil yang akan dicapai dalam penelitian sesuai dengan fokus atau masalah yang telah dirumuskan di dalam *Research Question*.

Tujuan penelitian hendaknya dirumuskan dengan menggunakan kata kunci. Makna kata kunci itu harus benar-benar dipahami oleh penulis, sebab kata itulah yang kelak akan terus menerus menjadi pegangan di dalam menjawab pertanyaan-pertanyaan yang dirumuskan di dalam *Research Question*. Berikut disampaikan beberapa kata kunci beserta pengertiannya.

describe	give an account of
explain	give an account of something by providing reasons
analyze	consider the various components of the whole and try to describe the inter-relationships between them
discuss	present the different aspects of a question or a problem
compare	examine the characteristics of the objects in question with a view to demonstrating their similarities and their differences
contrast	examine the characteristics of the objects in question for the

	purpose of demonstrating the differences
evaluate	examine the various sides of a question and try to reach a judgment
illustrate	give an example, explain, draw a figure
prove	demonstrate or show by logical argument

Contoh,

Topik : The presentation of Narratives to Students of SMA Pelita Nusantara: A Case Study.

Problem : How are narratives presented to the students in the teaching of reading comprehension in SMA Pelita Nusantara?

Purpose : The purpose of this study is to explain the procedures of presenting narravites in reading comprehension class along with their reasons.

Jika masalah penelitian dipecah menjadi sejumlah sub-masalah, tujuan penelitian pun harus dijabarkan sesuai dengan jabaran masalah pokok penelitian.

6. Manfaat Penelitian

Bagian manfaat penelitian diisi dengan penjelasan mengenai manfaat yang dapat diperoleh dari hasil penelitian. Sekurang-kurangnya ada tiga jenis manfaat: pengembangan ilmu pengetahuan, kegunaan praktis, dan pemanfaatan paedagogis. Pada jenis pertama – pengembangan ilmu pengetahuan, proposal PTK hendaknya menjelaskan apa manfaat yang dapat dipetik dari hasil penelitian yang dilakukannya bagi pengembangan ilmu pengetahuan. Pada jenis kedua – kegunaan praktis, peneliti perlu menjawab apa kegunaan

praktis hasil penelitian tersebut. Akhirnya, Pada jenis tiga – paedagogis, kalau ada, penulis menjelaskan bagaimana penerapan hasil penelitian yang dilakukannya di dalam pembelajaran bahasa Inggris.

7. Tinjauan Pustaka

Pada pokoknya, bagian tinjauan pustaka berisi tiga hal pokok, yaitu (1) kajian teoretis, (2) penelitian terdahulu, dan (3) kerangka teoretis penelitian yang akan dilakukan. Kajian teoretis menyoroti pendapat para pakar mengenai topik yang dikemukakan oleh peneliti. Karena pendapat antara satu pakar dan pakar lain bisa sangat berlainan, peneliti harus bersikap kritis dalam menentukan mana pendapat yang paling dianggap baik dan mutakhir agar dapat dijadikan sebagai landasan bagi penelitiannya.

Penelitian terdahulu menyoroti kajian-kajian yang serupa dengan topik yang akan dikaji. Sumber untuk bagian ini dapat diperoleh dari disertasi, tesis, skripsi, artikel di dalam jurnal, dan sebagainya. Yang perlu diingat ialah bahwa sumber tersebut hanya dijadikan inspirasi untuk mengkaji topik yang baru.

Selanjutnya, kerangka penelitian berisi ringkasan dari apa yang dikemukakannya pada dua bagian terdahulu. Kerangka ini akan menjadi landasan pokok bagi jalan penelitian selanjutnya.

Mengenai pengutipan dari sumber-sumber kepustakaan, peneliti harus selalu ingat bahwa mengutip tanpa menyebutkan sumbernya merupakan tindak pelanggaran terhadap hak cipta. Jika ketahuan, peneliti bisa dikenai sanksi yang tidak ringan. Sebab itu, kutipan sekecil apapun harus disertai dengan penyebutan sumbernya secara lengkap.

Sebagai contoh, akan dilakukan PTK yang menerapkan model pembelajaran berkelompok (*learning together*), maka pada Kajian Pustaka dapat dikemukakan hal-hal berikut.

- (1) Bagaimana teori *learning together*, siapa saja tokohnya, bagaimana sejarahnya, apa yang spesifik dari teori ini, apa persyaratannya, dll.
- (2) Bagaimana bentuk tindakan yang dilakukan dalam penerapan teori tersebut dalam pembelajaran, strategi pembelajarannya, skenario pelaksanaan, dsb.
- (3) Bagaimana keterkaitan atau pengaruh model tersebut dengan perubahan yang diharapkan atau masalah yang akan dipecahkan, hal ini dapat dijabarkan dari berbagai hasil penelitian yang sesuai.
- (4) Bagaimana perkiraan hasil (hipotesis tindakan) dengan dilakukannya penerapan model di atas pada pembelajaran terhadap hal yang akan dipecahkan.

8. Metodologi Penelitian

Pada dasarnya terdapat dua jenis penelitian, yaitu penelitian kualitatif dan penelitian kuantitatif.

Metode penelitian yang digunakan untuk masing-masing dari kedua jenis penelitian antara lain sebagai berikut.

<i>Penelitian Kualitatif</i>	<i>Penelitian Kuantitatif</i>
1. Object of the Study	1. Object of the Study
2. Role of the Researcher	2. Population and Sample
3. Type of Data	3. Research Variables
4. Procedures of Collecting Data	4. Type of Data
5. Procedures of Analysing Data	5. Instrument for Collecting Data
6. Triangulation	6. Method of Collecting Data
	7. Method of Analysing Data

9. Format Proposal PTK

A. JUDUL

Judul hendaklah singkat dan spesifik, tetapi cukup jelas memberi gambaran mengenai penelitian yang diusulkan.

B. BIDANG ILMU

Tuliskan bidang ilmu (spesialisasi) Ketua Peneliti berdasarkan penetapan jabatan fungsional atau kesarjanaan yang dimilikinya.

C. PENDAHULUAN

Penelitian dilakukan untuk menjawab keingintahuan peneliti untuk mengungkapkan suatu gejala/konsep/dugaan/strategi pembelajaran atau menerapkannya untuk suatu tujuan. Kemukakan hal-hal yang mendorong atau argumentasi pentingnya dilakukan penelitian. Uraikan proses dalam mengidentifikasi masalah penelitian.

D. PERUMUSAN MASALAH

Rumuskan dengan jelas permasalahan yang ingin diteliti. Uraikan endekatan dan konsep untuk menjawab masalah yang diteliti, hipotesis yang akan diuji, atau dugaan yang akan dibuktikan. Dalam perumusan masalah dapat dijelaskan definisi, asumsi, dan lingkup yang menjadi batasan masalah. Uraian perumusan masalah tidak harus dalam bentuk pertanyaan.

E. TINJAUAN PUSTAKA

Usahakan pustaka terbaru, relevan dan asli dari jurnal ilmiah atau penelitian terdahulu.

Uraikan dengan jelas kajian pustaka yang menimbulkan gagasan dan mendasari penelitian yang akan dilakukan. Tinjauan pustaka mengurikan teori, temuan, dan bahan penelitian lain yang diperoleh dari acuan, yang dijadikan landasan untuk melakukan penelitian yang diusulkan. Uraian dalam Tinjauan Pustaka dibawa untuk menyusun kerangka atau konsep yang akan digunakan dalam penelitian. Tinjauan Pustaka merujuk kepada Daftar Pustaka.

F. TUJUAN PENELITIAN

Berikan pernyataan singkat mengenai tujuan penelitian. Penelitian dapat bertujuan untuk menjajagi, menguraikan, menerangkan, membuktikan, atau menerapkan suatu gejala, konsep atau dugaan, atau membuat suatu prototipe atau model (misalnya model pembelajaran untuk topik-topik sulit).

G. MANFAAT PENELITIAN

Uraikan kontribusi atau manfaat peneliti dalam pembelajaran di sekolah atau kelas.

H. METODOLOGI PENELITIAN

Uraikan metode yang digunakan dalam penelitian secara rinci. Uraian dapat meliputi variabel dalam penelitian, model yang digunakan, rancangan penelitian, teknik pengumpulan data dan analisis data, cara penafsiran, dan penyimpulan hasil penelitian. Untuk penelitian yang menggunakan metode kualitatif (termasuk di dalamnya metode *narrative inquiry*), dapat dijelaskan pendekatan yang digunakan, proses pengumpulan dan analisis informasi, proses penafsiran, dan penyimpulan hasil penelitian.

I. JADWAL PELAKSANAAN

Buatlah jadwal kegiatan penelitian yang meliputi kegiatan persiapan (termasuk pengembangan instrumen, apabila berbentuk PTK: menyusun bahan pembelajaran, diskusi dengan sejawat guru), pelaksanaan (apabila berbentuk PTK termasuk menyusun rancangan tindakan dan diskusi reflektif dengan sejawat guru), dan penyusunan laporan penelitian dalam bentuk *bar-chart*. *Bar-chart* memberikan rincian kegiatan dan jadwal pelaksanaan kegiatan tersebut. Jadwal pelaksanaan merujuk pada Metodologi Penelitian (H di atas).

J. PERSONALIA PENELITIAN

Tuliskan dengan lengkap kelompok peneliti, pembantu peneliti, atau staf yang terlibat dalam penelitian ini.

K. PERKIRAAN BIAYA

Berikan rincian biaya yang merujuk pada kegiatan penelitian yang diuraikan dalam Metode Penelitian (huruf H di muka).

Rekapitulasi biaya penelitian:

1. Honorarium,
2. Bahan dan Peralatan
3. Perjalanan
4. Biaya lain-lain (mencakup seminar dst)

LAMPIRAN-LAMPIRAN

1. Daftar Pustaka, gunakan sistem nama an tahun, dengan urutan abjad nama pengarang, tahun, judul tulisan, dan sumber.
2. Riwayat Hidup Ketua dan Anggota Peneliti (cantumkan pengalaman penelitian yang relevan).

10. Daftar Pustaka Acuan

Daftar pustaka acuan berisi daftar bahan-bahan yang dirujuk selama penulisan laporan penelitian. Bahan-bahan tersebut dapat berupa buku teks, buku ajar, jurnal ilmiah, disertasi, tesis, skripsi, majalah, artikel koran, ensiklopedi, kamus, makalah seminar, dan bahan-bahan lain yang bersumber dari situs internet. Bahan ini bisa juga berasal dari hasil wawancara atau percakapan ilmiah. Berikut contoh format penulisan beberapa sumber pustaka acuan.

Buku:

Fawcett, P. 1997. *Translation and Language: Linguistic Theories Explained*. Manchester: St. Jerome.

Gerot, L dan P. Wignell. 1994. *Making Sense of Functional Grammar*. Sydney: Gerd Stabler.

Jurnal ilmiah:

Goris, O. 1993. The question of French dubbing: towards a frame for systematic investigation. *TARGET*, 5/2. Hlm. 159 – 90.

Gunarwan, A. 1992. Persepsi kesantunan direktif di dalam bahasa Indonesia di antara beberapa kelompok etnik di Jakarta. *PELLBA*. 5:179 – 205.

Monogram dan Artikel di dalamnya:

Picken, C. (ed.) 1983. *The Translator's Handbook*. London: Aslib.

Sager. 1983. Quality and standards: the evaluation of translation. Di dalam C. Picken. Hlm.121 – 8.

Buku Berbahasa Asing dan Terjemahannya:

Leech, G. 1982. *The Principles of Pragmatics*. London: Longman, dan terjemahannya oleh Oka, M.D.D. 1993. *Prinsip-Prinsip Pragmatik*. Jakarta: Universitas Indonesia.

Disertasi/Tesis:

Khan, J.Y. 1998. Penerjemahan Interpretatif dari Bahasa Perancis ke Bahasa Indonesia. Disertasi IKIP Jakarta.

Makalah:

Gunarwan, A. 1993. The politeness rating of English and Indonesian directive types among Indonesian learners of English: Towards contrastive pragmatics. Makalah

yang disajikan pada *The Fourth International Pragmatics Conference*, Kobe, Jepang, 25-30 Juli.

Ensiklopedia:

Mey, J.L. (ed.) 1998. *Concise Encyclopedia of Pragmatics*.
Oxford: Elseiver Science.

Koran dan Majalah:

Basuki, S. 2005. Novel nonfiksi dan kemungkinannya. *Suara Merdeka*, 18 Agustus. Hlm. 18.

Prasetyo, S. 2005. Lokalisme sebagai Ekses. *Tempo*, 28 Agustus. Hlm. 64 – 5.

Bahan yang diunduh dari situs internet:

(1) Berbentuk buku

Ziegler, M. and Durant, C. 2001. Engagement: a necessary ingredient for participation in adult basic education. Online. [accessed 11/11/01] Available at: www.edst.educ.ubc.ca/aerc/2001/2001ziegler.htm

(2) Berbentuk artikel di dalam buku

Shohet, L. 2001. Adult Learning and Literacy in Canada. In *The Annual Review of Adult Learning and Literacy*, Vol. 2, Chapter 6. (NCSALL). Available at: http://ncsall.gse.harvard.edu/ann_rev/vol2_6.html [accessed 9/23/03].

(3) Berbentuk artikel tak bertanggal

Rocco, T. S. (nd) Critical reflection in practice: experiences of a novice eacher. Online at www.bsu.edu/teachers/departments/edld/conf/critical.html [accessed 03/15/00]

(4) Berbentuk artikel anonim dan tak bertanggal

Self-Evaluation

Kit.

Online.

www.nald.ca/PROVINCE/SASK/SLM/selfeval/toc.htm

[accessed06/23/03]

C. Latihan

Menyusun draft PTK yang mencakupi sepuluh komponen pokok penelitian, yaitu (1) topik atau pokok bahasan, (2) latar pokok bahasan, (3) alasan pemilihan topic, (4) masalah yang diteliti, (5) tujuan penelitian, (6) kebermanaan penelitian, (7) tinjauan pustaka, (8) metodologi penelitian, (9) ragangan laporan penelitian, dan (10) daftar pustaka acuan.

D. Lembar Kegiatan

1. Alat dan Bahan

Kertas kerja/format proposal PTK.
2. Prasyarat
3. Langkah Kegiatan
 - (1) Bentuklah kelompok-kelompok kerja yang masing-masing terdiri atas 5 peserta.
 - (2) Tentukan suatu realitas dalam pembelajaran yang dapat diangkat menjadi topic PTK.
 - (3) Rumuskan maslah, tujuan, dan manfaat PTK berdasarkan topic yang sudah Anda sepakati.
 - (4) Rumuskan pula alasan yang akademis sebagai dasar pemilihan topik.
 - (5) Identifikasi bahan pustaka yang Anda anggap relevan dengan topic.
 - (6) Susunlah hasil diskusi Anda menjadi bentuk usulan PTK.
 - (7) Presentasikan hasil diskusi secara bergiliran.
 - (8) Dapatkan masukan dari instruktur pada akhir pelatihan.

4. Hasil Kegiatan

Hasil kegiatan ini berupa draft usulan PTK yang sekurang-kurangnya terdiri atas komponen (1) topic, (2) masalah, (3) tujuan, (4) manfaat, (5) alasan pemilihan topic, (6) metodologi, dan (7) bahan pustaka yang relevan dengan topic.

E. Rangkuman

Usulan Penelitian Tindakan Kelas mencakupi sekurang-kurangnya sepuluh bagian: (1) topik atau pokok bahasan, (2) latar pokok bahasan, (3) alasan pemilihan topic, (4) masalah yang diteliti, (5) tujuan penelitian, (6) kebermaknaan penelitian, (7) tinjauan pustaka, (8) metodologi penelitian, (9) ragangan laporan penelitian, dan (10) daftar pustaka acuan.

Pokok Bahasan atau topik suatu kajian merujuk kepada suatu medan yang di dalamnya berisi rumusan mengenai apa yang akan dicakup di dalam suatu penelitian. Latar Pokok Bahasan menyajikan suatu disiplin ilmu yang menjadi wadah bagi topik yang dikaji di dalam penelitian. Alasan Pemilihan Topik diisi dengan alasan-alasan akademis mengapa suatu topik dipilih dalam rancangan penelitian. Bagian ini dapat pula diisi dengan alasan-alasan praktis seperti pentingnya masyarakat tertentu mengetahui fenomena baru yang muncul di lingkungannya. Pada dasarnya, penelitian selalu diawali dengan mempertanyakan masalah. Ilmiah, yang dirumuskan dengan menggunakan kata tanya seperti apa (what), bagaimana (how), dan mengapa (why). Tujuan penelitian dirumuskan dengan mempertimbangkan sekurang-kurangnya dua hal, yaitu (1) kaitan tujuan dengan masalah yang diteliti dan (2) pemakaian kata kunci di dalam rumusan tujuan. Bagian manfaat penelitian diisi dengan penjelasan mengenai manfaat yang dapat diperoleh dari hasil penelitian. Tinjauan pustaka berisi tiga hal pokok, yaitu (1) kajian teoretis, (2) penelitian terdahulu, dan (3) kerangka teoretis penelitian yang akan dilakukan.

Pada dasarnya terdapat dua jenis penelitian, yaitu penelitian kualitatif dan penelitian kuantitatif; masing-masing menuntut metodologi pemecahan masalah yang berlainan. Masing-masing dari komponen usulan penelitian tersebut harus dirumuskan dengan singkat dan jelas serta disajikan dengan format yang baku. Daftar pustaka acuan berisi daftar bahan-bahan yang dirujuk selama penulisan skripsi/tugas akhir. Bahan-bahan tersebut dapat berupa buku teks, buku ajar, jurnal ilmiah, disertasi, tesis, skripsi, majalah, artikel koran, ensiklopedi, kamus, makalah seminar, dan bahan-bahan lain yang bersumber dari situs internet. Bahan ini bisa juga berasal dari hasil wawancara atau percakapan ilmiah.

F. Tes Formatif

Pilihlah jawaban yang paling tepat.

1. Pokok Bahasan atau topik suatu kajian merujuk kepada suatu medan yang di dalamnya berisi rumusan mengenai
 - a. apa yang akan dicakup di dalam penelitian
 - b. siapa yang terlibat dalam penelitian
 - c. mengapa penelitian perlu dilakukan
 - d. bagaimana melakukan penelitian
2. Latar Pokok Bahasan menyajikan suatu
 - a. alasan pentingnya masalah untuk dipecahkan
 - b. keadaan yang harus diperbaiki
 - c. disiplin ilmu yang menjadi wadah bagi topik yang dikaji di dalam penelitian
 - d. keadaan pada masa lampau yang perlu ditingkatkan
3. Ketentuan yang perlu diperhatikan ialah bahwa satu penelitian hendaknya memecahkan
 - a. masalah praktis dalam masyarakat
 - b. hanya satu masalah pokok
 - c. sedikitnya lima masalah penelitian

- d. masalah teoretis yang dihadapi ilmuwan
4. Masalah penelitian hendaknya dirumuskan dengan pertanyaan yang dimulai dengan kata tanya ...
 - a. Apa (what)
 - b. Bagaimana (how)
 - c. Di mana (where)
 - d. Berapa lama (how long)
 5. Tujuan penelitian hendaknya memberikan gambaran mengenai ...
 - a. pihak yang terlibat dalam penelitian
 - b. sasaran hasil yang akan dicapai
 - c. subjek yang dikenai perlakuan dalam penelitian
 - d. fokus atau masalah yang telah dirumuskan di dalam rumusan masalah
 6. Sekurang-kurangnya ada tiga jenis manfaat penelitian. Di antara yang berikut ini, yang bukan cakupan manfaat penelitian adalah ...
 - a. pengembangan ilmu pengetahuan
 - b. kegunaan praktis
 - c. pemecahan masalah
 - d. pemanfaatan paedagogis
 7. Pada pokoknya, bagian tinjauan pustaka berisi tiga hal pokok berikut kecuali
 - a. masalah ilmiah
 - b. kajian teoretis
 - c. penelitian terdahulu
 - d. kerangka teoretis penelitian yang akan dilakukan
 8. Judul hendaklah singkat dan spesifik, tetapi cukup jelas memberi gambaran mengenai
 - a. alasan penelitian
 - b. landasan teoretis penelitian
 - c. sasaran penelitian
 - d. cakupan penelitian yang diusulkan

9. Daftar pustaka acuan berisi daftar bahan-bahan yang dirujuk selama penulisan laporan penelitian. Bahan ini dapat berupa berikut ini kecuali
 - a. artikel dalam jurnal ilmiah
 - b. dialog antarpakar di televisi
 - c. perenungan pakar
 - d. buku teks berbahasa Jawa
10. Di antara cara penulisan bahan pustaka berikut, yang paling tepat adalah ...
 - a. Basuki, S. 2005. Novel nonfiksi dan kemungkinannya. Suara Merdeka, 18 Agustus. Hlm. 18.
 - b. Basuki, S. 2005. Novel nonfiksi dan kemungkinannya. Suara Merdeka, 18 Agustus.
 - c. Basuki, S. 2005. Novel nonfiksi dan kemungkinannya. Suara Merdeka. Hlm. 18.
 - d. Basuki, S. Novel nonfiksi dan kemungkinannya. Suara Merdeka, 18 Agustus. Hlm. 18.

BAB IV KEGIATAN BELAJAR 3

PELAKSANAAN PTK

A. Kompetensi dan Indikator

Kompetensi

Kemampuan mengidentifikasi masalah, menganalisis dan merumuskan masalah, merencanakan tindakan perbaikan, melaksanakan PTK, dan meng-implementasikan PTK di dalam pembelajaran di sekolah.

Indikator

- (1) Menyebutkan masalah pembelajaran yang digali dari realitas selama berlangsungnya proses pembelajaran di kelas.
- (2) Membuat rumusan masalah pembelajaran yang dapat dipecahkan melalui PTK.
- (3) Membuat rumusan perbaikan masalah pembelajaran yang pelaksanaannya dilakukan melalui PTK.
- (4) Merencanakan pelaksanaan PTK dalam wujud siklus-siklus yang masing-masing terdiri atas empat tahap.
- (5) Merencanakan penerapan PTK di dalam pembelajaran bahasa Inggris di kelas.

B. Uraian Materi

Tahap-Tahap PTK

PTK biasanya dilaksanakan di kelas melalui lima tahap pokok, yaitu (1) identifikasi dan penetapan masalah, (2) analisis dan perumusan masalah, (3) perencanaan tindakan perbaikan, (4) pelaksanaan penelitian yang terurai menjadi siklus dan tahap-tahap pelaksanaan penelitian, dan (5) implementasi PTK dalam pembelajaran di kelas/sekolah.

1. Identifikasi dan Penetapan Masalah

Selama mengajar kemungkinan guru menemukan berbagai masalah, baik yang bersifat pengelolaan kelas, maupun yang bersifat instruksional. Meskipun banyak masalah, ada kalanya guru tidak sadar kalau dia mempunyai masalah. Masalah yang dirasakan guru kemungkinan masih kabur sehingga guru perlu merenung atau melakukan refleksi agar masalah tersebut menjadi semakin jelas. Oleh karena itu, kepala sekolah, atau teman sejawat perlu mendorong guru menemukan masalah atau dapat juga guru memulai dengan suatu gagasan untuk melakukan perbaikan kemudian mencoba memfokuskan gagasan tersebut. Guru tidak mungkin memecahkan semua masalah yang teridentifikasi itu secara sekaligus, dalam suatu PTK. Masalah-masalah itu berbeda satu sama lain dalam kepentingan atau nilai strategisnya. Masalah yang satu boleh jadi merupakan penyebab masalah yang lain sehingga pemecahan yang satu akan berdampak pada yang lain.

Untuk dapat memilih masalah secara tepat guru perlu menyusun masalah-masalah itu berdasarkan tingkat kepentingan, nilai strategis, dan nilai prerekuisit. Guru dapat memilih salah satu dari masalah-masalah tersebut, misalnya “Siswa tidak dapat melihat hubungan antara mata pelajaran yang satu dengan yang lain.”

Dalam PTK, semua masalah harus berada dalam kendali guru dan bukan orang lain. Guru harus dapat mengendalikan semua masalah yang ada di kelasnya. Jika Anda sebagai guru yakin bahwa ketiadaan buku yang menyebabkan siswa sukar membaca kembali materi pelajaran dan mengerjakan PR di rumah, Anda tidak perlu melakukan PTK untuk meningkatkan kebiasaan belajar siswa di rumah. Dengan dibelikan buku masalah itu akan terpecahkan, dan itu di luar kemampuan Anda. Dengan perkataan lain, yakinkan bahwa masalah yang akan Anda pecahkan berada di dalam wilayah pembelajaran yang Anda kuasai. Contoh lain masalah yang berada di

luar kemampuan Anda adalah kebisingan kelas karena sekolah berada di dekat jalan raya.

2. Analisis dan Perumusan Masalah

Terkadang tanpa sadar guru telah melakukan PTK, yakni ketika guru melakukan evaluasi, menganalisis hasil evaluasi, dan tindak lanjutnya. Jika masalah sudah ditetapkan, masalah ini perlu dianalisis dan dirumuskan. Tujuannya adalah agar guru memahami hakikat masalah yang dihadapi, terutama apa yang menyebabkan terjadinya masalah tersebut. Perumusan masalah didapatkan dari berbagai masalah yang timbul dalam proses pembelajaran di kelas, lalu pilihlah masalah yang akan dikupas sesuai dengan kerangka teoritis yang dimiliki. Untuk mengetahui penyebabnya, tiap masalah harus dianalisis, dengan merujuk kepada kerangka teoritis dan pengalaman yang relevan sehingga guru dapat merencanakan pelaksanaan tindakan. Misalnya, untuk menganalisis penyebab contoh permasalahan Ibu Brenda yang mengajarkan bahasa Inggris, guru dapat merujuk kepada teori keterampilan bertanya, dan mencari penyebabnya dengan mengajukan pertanyaan sebagai berikut: (1) Apakah rumusan pertanyaan yang dibuat guru sudah cukup jelas dan singkat? (2) Apakah guru memberikan waktu yang cukup untuk berpikir sebelum meminta siswa menjawab? Jika setelah dianalisis, kedua pertanyaan di atas dijawab dengan ya, tentu harus dicari penyebab lainnya. Misalnya, apakah penjelasan guru cukup jelas bagi siswa, apakah bahasa yang digunakan guru mudah dipahami, dan apakah ketika menjelaskan guru memberikan contoh. Jika kedua pertanyaan di atas dijawab tidak, kita sudah mendapat jawaban sementara, yaitu penyebab siswa tidak dapat menjawab pertanyaan guru adalah karena pertanyaan yang diajukan guru tidak jelas dan sering panjang dan berbelit-belit, serta guru tidak memberi kesempatan kepada siswa untuk berpikir. Jika ini yang dianggap sebagai penyebab, maka guru

dapat merencanakan tindakan perbaikan, yaitu dengan menyusun pertanyaan tersebut secara cermat, serta berusaha memberikan waktu untuk berpikir sebelum meminta siswa menjawab pertanyaan.

3. Perencanaan Tindakan Perbaikan

Berdasarkan rumusan masalah (juga mencakupi penyebab timbulnya masalah), guru mencoba mencari cara untuk memperbaiki atau mengatasi masalah tersebut. Dengan perkataan lain, guru merancang tindakan perbaikan yang akan dilakukan untuk mengatasi masalah tersebut. Untuk merancang suatu tindakan perbaikan, guru dapat (1) merujuk kepada teori yang relevan, (2) bertanya kepada ahli terkait, dan (3) berkonsultasi dengan teman sejawat. Rencana tindakan perbaikan dituangkan dalam rencana pembelajaran. Mari kita ambil kasus ibu Brenda lagi, yaitu masalah pertanyaan guru yang tidak terjawab oleh siswa. Hasil analisis menunjukkan bahwa pertanyaan yang disusun guru terlampaui panjang dan kurang jelas. Di samping itu, guru sering langsung meminta jawaban setelah mengajukan pertanyaan, dan kadang-kadang langsung mengarahkan pertanyaan ini pada siswa tertentu, sehingga siswa yang lain tidak memperhatikan pertanyaan tersebut. Akibatnya, hampir selalu pertanyaan tidak terjawab dan Ibu Brenda sering harus menjawab pertanyaannya sendiri atau melupakan pertanyaan tersebut. Dari hasil analisis tersebut, penyebab pertanyaan Ibu Brenda yang tidak terjawab adalah: Pertanyaan terlampaui panjang dan tidak jelas; guru tidak memberi kesempatan kepada siswa untuk berpikir dan sering mengajukan pertanyaan dengan menunjuk kepada siswa tertentu. Apabila dikaji secara cermat ternyata ketiga penyebab tersebut berkaitan dengan pembelajaran, dalam hal ini keterampilan dasar mengajar, yaitu keterampilan bertanya. Oleh karena itu, tindakan perbaikan yang harus dilakukan guru adalah meningkatkan keterampilan bertanya. Tindakan perbaikan ini kita cantumkan dalam rencana pembelajaran yang kita

gunakan dalam mengajar. Satu hal yang sangat perlu kita perhatikan adalah bahwa PTK dilakukan dalam pembelajaran biasa, tidak ada kelas khusus untuk melakukan PTK karena pada hakikatnya PTK dilakukan oleh guru sendiri di kelasnya sendiri. Contoh PTK lainnya adalah: “Jika diberi pelajaran dengan pendekatan terpadu antara writing, structure, dan vocabulary siswa merasa sukar mentransfer keterampilan dari satu pelajaran ke pelajaran lain. Pelajaran yang guru berikan adalah writing, tetapi guru sering mengaitkan pembahasan dengan mata pelajaran lain seperti structure dan vocabulary. .

4. Pelaksanaan PTK

Dengan melihat contoh kasus Ibu Brenda, tindakan pertama adalah implementasi serangkaian kegiatan pembelajaran seperti yang telah direncanakan untuk mengatasi masalah. Karena penyebab pertanyaan Ibu Brenda yang sering tidak terjawab sudah diketahui, maka tindakan yang harus dilakukannya adalah: (1) Membuat pertanyaan secara jelas dan tidak terlampau panjang. (2) Pertanyaan ditujukan kepada seluruh siswa. (3) Memberi kesempatan kepada siswa untuk berpikir dulu sebelum menjawab. Dalam tahap pelaksanaan tindakan, guru berperan sebagai pengajar dan pengumpul data, baik melalui pengamatan langsung, maupun melalui telaah dokumen, bahkan juga melalui wawancara dengan siswa setelah pembelajaran selesai. Guru juga dapat meminta bantuan kolega guru lainnya untuk melakukan pengamatan selama guru melakukan tindakan perbaikan. Selama proses belajar akan dilakukan observasi menyangkut aktivitas siswa dalam mengikuti kegiatan pembelajaran. Antara lain, bagaimana kualitas jawaban siswa dan apakah motivasi siswa menjawab pertanyaan guru meningkat?.Apakah hasil belajar siswa meningkat? Data yang dikumpulkan selama tindakan berlangsung kemudian dianalisis. Berdasarkan hasil analisis ini guru melakukan refleksi, yaitu guru mencoba merenungkan atau

mengingat dan menghubungkan-hubungkan kejadian dalam interaksi kelas, mengapa itu terjadi, dan bagaimana hasilnya. Hasil refleksi akan membuat guru menyadari tingkat keberhasilan dan kegagalan yang dicapainya dalam tindakan perbaikan. Hasil refleksi ini merupakan masukan bagi guru dalam merencanakan dan melaksanakan tindakan perbaikan berikutnya. Refleksi pertama dapat dilakukan oleh guru bersama siswa dengan tujuan untuk mengkaji dan menganalisis pelaksanaan tindakan pada siklus pertama dengan jalan mengidentifikasi baik kemajuan-kemajuan yang telah diperoleh maupun kekurangan-kekurangan atau hambatan-hambatan yang masih dihadapi. Kemudian, setelah mendapat persetujuan dari kedua belah pihak hasil refleksi tersebut digunakan untuk memperbaiki rencana tindakan pada siklus kedua atau siklus berikutnya. Refleksi yang dilakukan pada akhir siklus pertama bertujuan untuk mengidentifikasi baik kemajuan-kemajuan yang telah diperoleh maupun kekurangan-kekurangan atau hambatan-hambatan yang masih dihadapi. Hasil refleksi ini kemudian digunakan untuk memperbaiki rencana tindakan pada siklus kedua atau berikutnya. Tindakan kedua berupa implementasi serangkaian kegiatan pembelajaran yang telah direvisi untuk mengatasi masalah pada siklus pertama yang belum tuntas. Selama proses belajar pada siklus kedua ini juga akan dilakukan observasi menyangkut aktivitas siswa dalam mengikuti kegiatan pembelajaran. Refleksi kedua juga dilakukan oleh guru bersama siswa bertujuan untuk mengkaji dan menganalisis pelaksanaan tindakan pada siklus kedua dengan jalan mengidentifikasi baik kemajuan-kemajuan yang telah diperoleh maupun kekurangan-kekurangan atau hambatan-hambatan yang masih dihadapi.

Berdasarkan hasil refleksi tersebut dapat disimpulkan berhasil tidaknya keseluruhan tindakan implementasi pembelajaran di dalam kelas terhadap peningkatan hasil belajar siswa. Apabila pada siklus kedua tujuan PTK sudah dapat tercapai, maka tidak perlu dilanjutkan

siklus berikutnya. Tetapi apabila tujuan belum tercapai, maka perlu dilanjutkan siklus berikutnya. Kemudian, setelah mendapat persetujuan dari kedua belah pihak hasil refleksi tersebut digunakan untuk memperbaiki rencana tindakan pada siklus ketiga. Guru dapat membuat jurnal atau catatan seluruh kegiatan PTK yang telah dilakukannya. Catatan tersebut dapat digunakan untuk menyusun suatu karya ilmiah yang dapat disebarluaskan menjadi suatu inovasi, dan dapat dimanfaatkan oleh guru-guru lainnya dalam melaksanakan PTK.

5. Siklus-Siklus dalam PTK

PTK dilaksanakan dalam bentuk siklus yang berulang, masing-masing terdiri atas empat tahapan utama yaitu (1) perencanaan, (2) tindakan, (3) pengamatan, (4) refleksi. Rincian kegiatan pada setiap kegiatan adalah sebagai berikut.

SIKLUS I

(1) Perencanaan

Perencanaan mencakupi penyusunan rancangan tindakan yang menjelaskan tentang apa, mengapa, kapan, di mana, oleh siapa, dan bagaimana tindakan tersebut akan dilakukan. Kalau penelitian dilakukan secara berkelompok, harus ada kesepakatan antara guru yang melakukan tindakan dengan guru yang mengamati proses tindakan tentang tindakan yang dilakukan dan hal-hal yang menjadi fokus amatan. Tentukan fokus amatan dengan membuat instrumen pengamatan utnuk merekam fakta yang terjadi selama tindakan berlangsung.

Secara rinci, kegiatan pada tahap perencanaan terdiri atas kegiatan berikut.

- Identifikasi dan analisis masalah: harus faktual, terjadi di kelas, penting, bermanfaat untuk perbaikan, terjangkau untuk dilakukan.

- Penetapan alasan mengapa penelitian dilakukan.
- Perumusan masalah secara jelas.
- Penetapan cara yang akan dilakukan untuk menemukan jawaban, dimulai dengan menetapkan berbagai alternatif tindakan pemecahan masalah, kemudian dipilih tindakan yang paling menjanjikan hasil terbaik yang dapat dilakukan guru.
- Penentuan cara menguji hipotesis dengan menjabarkan indikator-indikator keberhasilan serta instrumen pengumpul data yang akan dipakai untuk menganalisis indikator keberhasilan itu.
- Membuat secara rinci persiapan tindakan. Misalnya, membuat skenario pembelajaran, mempersiapkan sarana pembelajaran, mempersiapkan instrumen penelitian, melakukan simulasi pelaksanaan tindakan

(2) Pelaksanaan Tindakan

Implementasi skenario tindakan yang telah direncanakan, yang dilakukan bersamaan dengan observasi terhadap dampak tindakan, terutama perubahan dinamika kelompok dalam pembelajaran. PTK yang dilakukan guru pada umumnya dilakukan dalam waktu antara dua sampai tiga bulan.

Berikut ini contoh ringkasan rencana (skenario) tindakan yang akan dilakukan pada satu PTK.

- Dirancang penerapan metode tugas dan diskusi dalam pembelajaran X untuk pokok bahasan A, B, C, dan D.
- Format tugas: pembagian kelompok kecil sesuai jumlah pokok bahasan, pilih ketua, sekretaris, dll oleh dan anggota kelompok, bagi topik bahasan untuk kelompok dengan cara random dan menyenangkan.
- Kegiatan kelompok: mengumpulkan bacaan, melalui diskusi kelompok bekerja atau belajar memahami materi, menuliskan hasil diskusi untuk persiapan presentasi.

- Presentasi dan diskusi pleno: masing-masing kelompok menyajikan hasil kerjanya dalam pleno kelas, guru sebagai moderator, lakukan diskusi, ambil kesimpulan sebagai hasil pembelajaran.
- Jenis data yang dikumpulkan: makalah kelompok, lembar hasil kerja kelompok, keaktifan siswa dalam diskusi, dll.

(3) Observasi

Tahapan ini berjalan bersamaan dengan pelaksanaan tindakan. Pada tahapan ini peneliti (atau guru apabila bertindak sebagai peneliti) mengamati dan mencatat semua hal yang diperlukan dan terjadi selama tindakan berlangsung, dengan menggunakan format observasi yang telah disusun, atau menggunakan catatan lapangan yang formatnya bebas.

Data yang dikumpulkan dapat berupa data kuantitatif, misalnya hasil tes, hasil kuis, nilai tugas, dll; atau data kualitatif yang menggambarkan keaktifan diskusi, antusiasme siswa, mutu diskusi yang dilakukan, dsb. Penggunaan angka dan 'statistik sederhana' tidak dilarang

Data yang terkumpul dicek, misalnya dengan teknik triangulasi, membandingkan data yang diperoleh dengan data lain, dan sebagainya.

Data kemudian dianalisis untuk mempermudah penarikan simpulan sementara dan refleksi terhadap tindakan yang dilakukan.

(4) Refleksi

- Tahapan ini mengkaji secara menyeluruh tindakan yang telah dilakukan, berdasar data yang telah terkumpul, kemudian dievaluasi untuk memperbaiki tindakan berikutnya.
- Refleksi mencakupi analisis, sintesis, dan penilaian terhadap hasil pengamatan atas tindakan yang dilakukan.

- Analisis data meliputi reduksi data, paparan data, dan penyimpulan.
- Jika terjadi masalah dari proses refleksi, maka dilakukan proses pengkajian ulang melalui siklus berikutnya yang meliputi empat kegiatan yang sama dengan kegiatan siklus 1 ke siklus II.

SIKLUS II

Perencanaan Tindakan Lanjutan

Jika siklus pertama telah selesai PTK (biasanya) diteruskan dengan siklus kedua. Siklus ini dilaksanakan dengan langkah-langkah seperti pada siklus sebelumnya. Siklus II dapat berupa kegiatan yang sama dengan kegiatan sebelumnya bila ditujukan untuk mengulangi kesuksesan atau untuk meyakinkan/menguatkan hasil, namun umumnya TINDAKAN yang dilakukan merupakan PERBAIKAN dari tindakan yang dilakukan pada siklus sebelumnya.

Jika masih diperlukan siklus ke tiga maka tindakan yang dilakukan adalah juga perbaikan tindakan dari siklus dua.

Tidak ada ketentuan tentang berapa siklus harus dilakukan dalam PTK, tergantung dari kepuasan peneliti, namun sebaiknya tidak kurang dari dua siklus.

6. Implementasi PTK dalam Pembelajaran di Kelas/Sekolah

Penelitian Tindakan Kelas (PTK) memiliki potensi yang sangat besar untuk meningkatkan pembelajaran apabila diimplementasikan dengan baik dan benar. Diimplementasikan dengan baik di sini berarti pihak yang terlibat (guru) mencoba dengan sadar mengembangkan kemampuan dalam mendeteksi dan memecahkan masalah-masalah pendidikan dan pembelajaran melalui tindakan bermakna yang diperhitungkan dapat memecahkan masalah atau memperbaiki situasi dan kemudian secara cermat mengamati pelaksanaannya untuk

mengukur tingkat keberhasilannya. Diimplementasikan dengan benar berarti sesuai dengan kaidah-kaidah penelitian tindakan.

Tulisan ini membahas bagaimana implementasi penelitian tindakan kelas untuk peningkatan kualitas pembelajaran yang mencakup diagnosis dan penetapan masalah yang ingin diselesaikan, bentuk dan skenario tindakan, pengembangan instrumen untuk mengukur keberhasilan tindakan, serta prosedur analisis dan interpretasi data penelitian.

Diagnosis dan Penetapan Masalah Masalah PTK yang ada di sekolah hendaknya berasal dari persoalan-persoalan praktis yang dihadapi guru di kelas. Oleh karena itu, diagnosis masalah hendaknya tidak dilakukan oleh orang lain yang bukan guru, lalu "ditawarkan" kepada orang lain yang bukan guru untuk dipecahkan tetapi sebaiknya justru dilakukan bersama-sama oleh sesama guru. Pada kenyataannya seorang guru dapat mengajak guru lainnya, di luar bidang studinya untuk berkolaborasi melakukan PTK dan menanyakan masalah-masalah apa yang dihadapi guru yang mungkin dapat diteliti melalui PTK. Guru yang telah berpengalaman melakukan penelitian tindakan kelas mungkin dapat langsung mengatakan permasalahan yang dihadapinya yang mungkin dapat diteliti bersama dan kemudian membahas masalah tersebut dengan guru lainnya yang lebih senior.

Lain halnya dengan guru yang belum berpengalaman dalam PTK. Guru tersebut mungkin belum dapat secara langsung mengemukakan permasalahan yang mungkin dapat diteliti bersama guru lainnya. Dalam hal ini guru perlu meminta izin kepada guru yang bersangkutan untuk hadir di kelas dan mengamati guru mengajar. Setelah pembelajaran berakhir guru senior atau teman sejawat dapat terlebih dahulu menanyakan kepada guru masalah apa yang dirasakan guru pada saat pembelajaran sebelum mengusulkan salah satu permasalahan yang dipikirkan guru. Guru boleh mengajukan

permasalahan kepada guru lainnya, bila guru tidak dapat mendeteksi adanya masalah di kelasnya.

Di dalam mendiagnosis masalah untuk PTK ini guru harus ingat bahwa tidak semua topik penelitian dapat diangkat sebagai topik PTK. Hanya masalah yang dapat “dikembangkan berkelanjutan” dalam kegiatan harian selama satu semester atau satu tahun yang dapat dipilih menjadi topik. “Dikembangkan berkelanjutan” berarti bahwa setiap waktu tertentu, misalnya 2 minggu atau satu bulan, rumusan masalahnya, atau hipotesis tindakannya, atau pelaksanaannya sudah perlu diganti atau dimodifikasi.

Dalam kegiatan di kelas, guru dapat mencermati masalah-masalah apa yang dapat dikembangkan berkelanjutan ini dalam empat bidang yaitu yang berkaitan dengan bidang pengelolaan kelas, proses kegiatan belajar-mengajar, pengembangan/penggunaan sumber-sumber belajar, maupun sebagai wahana peningkatan personal dan profesional.

PTK yang dikaitkan dengan pengelolaan kelas dapat dilakukan dalam rangka: (1) meningkatkan kegiatan belajar-mengajar, (2) meningkatkan partisipasi siswa dalam belajar, 3) menerapkan pendekatan belajar-mengajar inovatif, dan (4) mengikutsertakan pihak ketiga dalam proses belajar-mengajar.

PTK yang dikaitkan dengan proses belajar mengajar dapat dilakukan dalam rangka: (1) menerapkan berbagai metode mengajar, (2) mengembangkan kurikulum, (3) meningkatkan peranan siswa dalam belajar, dan 4) memperbaiki metode evaluasi.

PTK yang dikaitkan dengan pengembangan/penggunaan sumber-sumber belajar dapat dilakukan dalam rangka pengembangan pemanfaatan (1) model atau peraga, (2) sumber-sumber lingkungan, dan (3) peralatan tertentu.

PTK sebagai wahana peningkatan personal dan profesional dapat dilakukan dalam rangka (1) meningkatkan hubungan antara

siswa, guru, dan orang tua, (2) meningkatkan “konsep diri” siswa dalam belajar, (3) meningkatkan sifat dan kepribadian siswa, serta (4) meningkatkan kompetensi guru secara profesional.

Dari sekian banyak kemungkinan masalah, guru perlu mendiagnosis masalah apa atau masalah mana yang perlu diprioritaskan pemecahannya dalam penelitian yang akan dilakukan bersama itu. Penetapan masalah ini ditandai dengan penentuan permasalahan yang akan diteliti dan perumusan fokus masalahnya. Rumusan fokus masalah yang mungkin ditetapkan bersama antara guru dapat berupa rumusan sebagai berikut: Bagaimana membelajarkan siswa dengan materi tertentu agar siswa mau dan mampu belajar? Masalah-masalah lain yang mungkin dihadapi guru dapat berupa: Bagaimana meningkatkan minat dan motivasi siswa untuk belajar? Bagaimana mengajak siswa agar di kelas mereka benar-benar aktif belajar? Bagaimana menghubungkan materi pembelajaran dengan lingkungan kehidupan siswa sehari-hari agar mereka dapat menggunakan pengetahuan dan pemahamannya mengenai materi itu dalam kehidupan sehari-hari dan tertarik untuk mempelajarinya karena mengetahui manfaatnya? Bagaimana memilih strategi pembelajaran yang paling tepat untuk membelajarkan materi? Bagaimana melaksanakan pembelajaran kooperatif?

C. Latihan

Menyusun rancangan pelaksanaan PTK yang mencakupi (1) identifikasi masalah, (2) analisis dan perumusan masalah, (3) rencana tindakan perbaikan, (4) pelaksanaan PTK, (5) implementasi PTK dalam pembelajaran.

D. Lembar Kegiatan

1. Alat dan Bahan
Kertas kerja/format proposal PTK.

2. Prasyarat

3. Langkah Kegiatan

- (1) Bentuklah kelompok-kelompok kerja yang masing-masing terdiri atas 5 peserta.
- (2) Tentukan suatu masalah dalam pembelajaran yang dapat diangkat menjadi topic PTK.
- (3) Rumuskan langkah untuk memecahkan masalah tersebut.
- (4) Rumuskan pula langkah perbaikan yang mungkin dapat Anda lakukan.
- (5) Rumuskan rancangan mengenai tahap-tahap yang dapat Anda lakukan dalam PTK.
- (6) Presentasikan hasil diskusi secara bergiliran.
- (7) Dapatkan masukan dari instruktur pada akhir pelatihan.

4. Hasil Kegiatan

Hasil kegiatan ini berupa (1) permasalahan pembelajaran yang dapat diangkat menjadi kegiatan PTK, (2) rumusan tahap-tahap PTK yang dapat ditempuh dalam mengatasi permasalahan pembelajaran tersebut.

E. Rangkuman

PTK biasanya dilaksanakan di kelas melalui lima tahap pokok, yaitu (1) identifikasi dan penetapan masalah, (2) analisis dan perumusan masalah, (3) perencanaan tindakan perbaikan, (4) pelaksanaan penelitian yang terurai menjadi siklus dan tahap-tahap pelaksanaan penelitian, dan (5) implementasi PTK dalam pembelajaran di kelas/sekolah.

Selama mengajar kemungkinan guru menemukan berbagai masalah, baik yang bersifat pengelolaan kelas, maupun yang bersifat instruksional. Untuk dapat memilih masalah secara tepat guru perlu

menyusun masalah-masalah itu berdasarkan tingkat kepentingan, nilai strategis, dan nilai prerekuisit.

Terkadang tanpa sadar guru telah melakukan PTK, yakni ketika guru melakukan evaluasi, menganalisis hasil evaluasi, dan tindak lanjutnya. Jika masalah sudah ditetapkan, masalah ini perlu dianalisis dan dirumuskan. Tujuannya adalah agar guru memahami hakikat masalah yang dihadapi, terutama apa yang menyebabkan terjadinya masalah tersebut.

Berdasarkan rumusan masalah (juga mencakupi penyebab timbulnya masalah), guru mencoba mencari cara untuk memperbaiki atau mengatasi masalah tersebut. Dengan perkataan lain, guru merancang tindakan perbaikan yang akan dilakukan untuk mengatasi masalah tersebut. Untuk merancang suatu tindakan perbaikan, guru dapat (1) merujuk kepada teori yang relevan, (2) bertanya kepada ahli terkait, dan (3) berkonsultasi dengan teman sejawat.

PTK dilaksanakan dalam bentuk siklus yang berulang, masing-masing siklus terdiri atas empat tahapan utama yaitu (1) perencanaan, (2) tindakan, (3) pengamatan, (4) refleksi.

Penelitian Tindakan Kelas (PTK) memiliki potensi yang sangat besar untuk meningkatkan pembelajaran apabila diimplementasikan dengan baik dan benar.

F. Tes Formatif

Pilihlah Jawaban yang Paling Tepat

1. PTK biasanya dilaksanakan di kelas melalui lima tahap pokok, tiga di antaranya adalah sebagai berikut kecuali
 - a. identifikasi dan penetapan masalah
 - b. analisis dan perumusan masalah,
 - c. evaluasi proposal penelitian
 - d. pelaksanaan penelitian
2. Untuk dapat memilih masalah secara tepat guru perlu menyusun berdasarkan berikut ini kecuali
 - a. tingkat kepentingan
 - b. nilai strategis
 - c. nilai prerekuisit
 - d. minat guru sebagai peneliti
3. Jika Anda sebagai guru yakin bahwa ketiadaan buku yang menyebabkan siswa sukar membaca kembali materi pelajaran dan mengerjakan PR di rumah, Anda ... melakukan PTK untuk meningkatkan kebiasaan belajar siswa di rumah.
 - a. Harus
 - b. Sebaiknya
 - c. tidak perlu
 - d. jangan
4. Tujuan perumusan masalah adalah agar guru ..., terutama apa yang menyebabkan terjadinya masalah tersebut.
 - a. tidak menghadapi kesulitan
 - b. memahami hakikat masalah yang dihadapi
 - c. memperoleh pengetahuan mengenai masalah
 - d. memperoleh pegangan yang pasti
5. Untuk merancang suatu tindakan perbaikan atas masalah pembelajaran, guru dapat melakukan tindakan berikut kecuali
 - a. merujuk kepada teori yang relevan
 - b. bertanya kepada ahli terkait
 - c. berkonsultasi dengan teman sejawat
 - d. bertanya kepada orangtua siswa
6. Dalam tahap pelaksanaan tindakan, guru berperan sebagai pengajar dan
 - a. peneliti

- b. pengamat
 - c. pengumpul data
 - d. penganalisis data
7. Dalam PTK, guru dapat memperoleh data penelitian melalui metode berikut kecuali
- a. pengamatan langsung
 - b. telaah dokumen
 - c. wawancara
 - d. analisis statistic
8. Apabila pada siklus kedua tujuan PTK sudah dapat tercapai, maka dilanjutkan ke siklus berikutnya
- a. tidak perlu
 - b. sebaiknya
 - c. harus
 - d. mau tidak mau
9. PTK dilaksanakan dalam bentuk siklus yang berulang, masing-masing terdiri atas empat tahapan utama yaitu sebagai berikut kecuali ...
- a. perencanaan
 - b. perbaikan
 - c. tindakan
 - d. refleksi
10. Refleksi mencakupi berikut ini kecuali
- a. analisis
 - b. sintesis
 - c. rekomendasi
 - d. penilaian hasil pengamatan

BAB V KEGIATAN BELAJAR 4

MENYUSUN LAPORAN PENELITIAN TINDAKAN KELAS

A. Kompetensi dan Indikator

Kompetensi

Kemampuan mengidentifikasi dan menuliskan komponen-komponen yang harus dimunculkan di dalam penulisan laporan penelitian kelas.

Indikator

- (1) Menuliskan rancangan prawacana laporan PTK.
- (2) Menuliskan rancangan nas PTK yang terbagi menjadi bab dan sub-bab.
- (3) Menuliskan rancangan koda PTK yang terdiri atas lampiran dan daftar pustaka.
- (4) Menuliskan daftar pustaka dengan format yang benar dan konsisten.

B. Uraian Materi

Seperti laporan penelitian formal, laporan penelitian tindakan kelas mengandung komponen-komponen yang dapat dikategori menjadi tiga bagian, yaitu (1) bagian prawacana, (2) bagian nas, dan (3) bagian akhir atau koda.

1. Prawacana

Halaman Judul

Halaman Pengesahan

Abstrak

[Bahasa Indonesia + Bahasa Inggris, maksimum masing-masing 150-250 kata]

KATA PENGANTAR

DAFTAR ISI

DAFTAR TABEL

DAFTAR GAMBAR
DAFTAR LAMPIRAN

2. Nas

BAB I PENDAHULUAN

A. Masalah dan Latar Belakang Masalah

Uraikan secara lugas masalah yang ingin ditanggulangi, penyebab timbulnya masalah tersebut, dan tingkat masalah yang ingin ditanggulangi oleh peneliti.

B. Tindakan Yang Dipilih

Uraikan secara singkat bentuk tindakan yang akan diambil (mengapa berbasis Teknologi Informasi dan Komunikasi / TIK ?), argumentasi teoretik dan/atau empirik pemilihan tindakan, dan rumuskan hipotesis tindakan sebagai landasan tindakan yang digunakan (bila dipandang memungkinkan).

C. Tujuan

Uraikan hasil penelitian yang diharapkan (*anticipated results*) dari penelitian ini.

D. Lingkup Penelitian

Sebutkan lingkup atau batas-batas tindakan yang akan diambil peneliti.

E. Signifikansi Hasil Penelitian

Uraikan secara jelas manfaat hasil penelitian bagi sekolah (misalnya: pengembangan kurikulum, kebijakan, guru, maupun siswa, dsb.)

BAB II PROSEDUR PENELITIAN TINDAKAN KELAS

A. *Setting Penelitian*

Sebutkan lokasi penelitian, waktu penyelenggaraan penelitian (misal: Semester I, II, bulan, tahun, dst.), dan karakteristik kelompok sasaran yang menjadi subjek penelitian, serta bentuk aktivitas penggunaan ICT dalam pembelajaran.

B. *Prosedur Penelitian*

1. *Gambaran Umum Penelitian*

Uraikan gambaran umum penelitian yang dilakukan termasuk jumlah dan prosedur siklus penelitian yang dilakukan.

2. *Rincian Prosedur Penelitian*

a. *Persiapan Tindakan*

Sebutkan persiapan apa saja yang dilakukan (seperti analisis diagnostik untuk menspesifikasi masalah dan rincian penyebab timbulnya masalah), pembuatan alat-alat berbasis TIK dalam rangka tindakan, dan lain-lain yang terkait dengan pelaksanaan tindakan di kelas

b. *Implementasi Tindakan*

Deskripsikan tindakan yang akan diambil, skenario kerja tindakan, dan prosedur tindakan yang digunakan peneliti

c. *Pemantauan dan Evaluasi*

Uraikan prosedur pemantauan dan evaluasi tindakan, alat-alat pemantauan dan evaluasi yang digunakan, beserta kriteria keberhasilan tindakannya

d. *Analisis dan Refleksi*

Uraikan prosedur analisis hasil pemantauan dan refleksi terhadap tindakan yang telah diambil, tim yang terlibat dalam

analisis hasil pemantauan dan refleksi, kriteria dan rencana bagi tindakan daur ulang.

(Butir a s/d d sebaiknya dideskripsikan untuk setiap siklus. Perhatikan cara mendeskripsikan amatan yang dilakukan dengan menghindari pendapat pribadi atau dengan kata lain deskripsi bebas dari dugaan peneliti)

BAB III HASIL PENELITIAN DAN PEMBAHASAN

Sajikan hasil penelitian atau temuan setelah tindakan dilaksanakan dan penyajian temuan harus sesuai dengan masalah yang telah dirumuskan, dan dilakukan pembahasan secara lengkap tentang temuan atau hasil PTK tersebut. Pembahasan hendaknya memberikan penjelasan tentang kegagalan maupun keberhasilan penerapan TIK dalam pembelajaran, tentu bila salah satu atau keduanya ada, suatu tindakan

BAB IV SIMPULAN DAN SARAN

A. Simpulan

Simpulkan hasil penelitian yang diperoleh secara lengkap, sesuai dengan masalah yang diteliti

B. Saran-saran

Ajukan saran-saran untuk penerapan hasil penelitian dan kemungkinan penelitian lebih lanjut di masa mendatang.

3. Koda

DAFTAR PUSTAKA

LAMPIRAN-LAMPIRAN

Lampirkan (a) model program/materi pembelajaran berbasis TIK/

multimedia yang sekaligus memperlihatkan skenario tindakan, (b) instrumen penelitian, (c) data pendukung (contoh: hasil rekap tabulasi data, foto, dan lainnya), dan (d) lain-lain, seperti Curriculum Vitae Tim Peneliti, Surat Keterangan Kerjasama dengan Institusi Lain (apabila ada), dan lainnya.

C. Latihan

Menyusun rancangan pelaporan hasil PTK, yang mencakupi bagian prawacana, nas, dan koda.

D. Lembar Kegiatan

1. Alat dan Bahan
Kertas kerja/format proposal PTK.
2. Prasyarat
3. Langkah Kegiatan
 - (1) Bentuklah kelompok-kelompok kerja yang masing-masing terdiri atas 5 peserta.
 - (2) Buatlah rancangan pelaporan hasil PTK
 - (3) Rumuskan bagian-bagian yang hendak Anda tulis dalam laporan PTK.
 - (4) Presentasikan hasil diskusi secara bergiliran.
 - (5) Dapatkan masukan dari instruktur pada akhir pelatihan.
4. Hasil Kegiatan
Hasil kegiatan ini berupa rancangan penulisan laporan hasil PTK.

E. Rangkuman

Laporan penelitian tindakan kelas pada prinsipnya terdiri atas bagian prawacana, nas, dan koda. Prawacana terdiri atas Halaman Pengesahan, Abstrak, KATA PENGANTAR, DAFTAR ISI, DAFTAR

TABEL, DAFTAR GAMBAR , dan DAFTAR LAMPIRAN . Selanjutnya, bagian nas terdiri atas BAB I PENDAHULUAN dengan sub-bab *Masalah dan Latar Belakang Masalah, Tindakan Yang Dipilih, Tujuan, Lingkup Penelitian, dan Signifikansi Hasil Peneltian*. BAB II PROSEDUR PENELITIAN TINDAKAN KELAS terdiri atas *Setting Penelitian dan Prosedur Penelitian*. BAB III HASIL PENELITIAN DAN PEMBAHASAN. BAB IV SIMPULAN DAN SARAN. Akhirnya, koda terdiri atas DAFTAR PUSTAKA dan lampiran.

F. Tes Formatif

Pilihlah Jawaban yang Paling Tepat

1. Di antara butir-butir berikut ini, yang bukan bagian dari prawacana laporan PTK adalah ...
 - a. Sampul
 - b. Daftar ini
 - c. Daftar Tabel
 - d. Daftar Gambar

2. Abstrak yang berbahasa Inggris sebaiknya ditulis dengan panjang..
 - a. 75 – 150 kata
 - b. 100 – 200 kata
 - c. 125 – 225 kata
 - d. 150 – 250 kata

3. Latar belakang masalah dalam laporan PTK berisi berikut ini kecuali
 - a. masalah yang ingin ditanggulangi
 - b. penyebab timbulnya masalah tersebut
 - c. tingkat masalah yang ingin ditanggulangi oleh peneliti
 - d. dana yang dialokasikan untuk penelitian

4. Laporan PTK perlu memuat gambaran mengenai tindakan yang diambil beserta
 - a. argumentasinya
 - b. hasil yang berhasil dicapai
 - c. pihak yang terlibat dalam PTK
 - d. akibat yang ditimbulkan

5. Sub-bab Lingkup Penelitian menguraikan
 - a. batas-batas tindakan yang akan diambil oleh peneliti
 - b. sasaran yang hendak dikenai perlakuan
 - c. pihak yang terlibat dalam tindakan penelitian
 - d. rentang waktu yang akan digunakan untuk tindakan

6. Setting PTK memuat yang berikut ini kecuali
 - a. lokasi penelitian
 - b. waktu penyelenggaraan penelitian
 - c. karakteristik sasaran
 - d. latar belakang peneliti

7. Berikut merupakan bagian dari rincian Prosedur PTK kecuali
 - a. persiapan tindakan
 - b. penerapan tindakan
 - c. pemantauan
 - d. pelaporan

8. Uraian pada Prosedur PTK seharusnya mencakupi prosedur penelitian yang dilaksanakan untuk
 - a. tiap siklus
 - b. siklus pertama
 - c. siklus terakhir
 - d. siklus pertama dan terakhir

9. Pembahasan hasil PTK hendaknya memberikan penjelasan mengenai
 - a. kegagalan dan keberhasilan penerapan PTK
 - b. proses pelaksanaan PTK
 - c. biaya yang diperlukan
 - d. implementasi PTK bagi pembelajaran

10. Saran dimaksudkan bagi guru untuk
 - a. melakukan PTK lebih lanjut.
 - b. mengevaluasi hasil PTK
 - c. merefleksi keadaan kelas
 - d. memperoleh masukan dari guru

KUNCI JAWABAN TES FORMATIF

Kunci Jawaban Kegiatan 1

1. a	6. d
2. c	7. a
3. d	8. c
4. b	9. a
5. a	10.d

Kunci Jawaban Kegiatan 2

1. a	6. c
2. c	7. d
3. b	8. a
4. b	9. b
5. d	10.c

Kunci Jawaban Kegiatan 3

1. c	6. c
2. d	7. a
3. c	8. d
4. b	9. c
5. b	10.a

Kunci Jawaban Kegiatan 4

1. a	6. d
2. d	7. d
3. d	8. a
4. a	9. a
5. a	10.a

GLOSARIUM

Acceptable, dapat diterima lingkungan, atau Achievable, dapat dicapai, dijangkau

Collaborative action research, lihat penelitian tindakan kelas

Managable, dapat dikelola, dilaksanakan

Pelaksanaan, tahap 2 dalam PTK, yaitu implementasi atau penerapan isi rancangan di dalam kancah

Penelitian tindakan adalah penelitian yang berorientasi pada penerapan tindakan dengan tujuan peningkatan mutu atau pemecahan masalah pada suatu kelompok subyek yang diteliti dan mengamati tingkat keberhasilan atau akibat tindakannya

Penelitian tindakan kelas atau Classroom action research dan collaborative action research adalah penelitian tindakan yang dilaksanakan oleh guru di dalam kelas

Pengamatan, tahap 3 dalam yaitu kegiatan pengamatan yang dilakukan oleh pengamat

Perencanaan, tahap 1 dalam PTK, yaitu perencanaan untuk menyusun rancangan tindakan

Realistic, operasional, tidak di luar jangkauan

Refleksi, tahap 4 dalam PTK merupakan kegiatan untuk mengemukakan kembali apa yang sudah dilakukan

SMART, kata bahasa Inggris artinya cerdas, singkatan dari Specific, Manageable, Acceptable, Realistic, Time-bound.

Specific, khusus, tidak terlalu umum.

SWOT – singkatan dalam bahasa Inggris dari Strength (kekuatan), Weaknesses (kelemahan), Opportunity (peluang), Threat (ancaman).

Time-bound, diikat oleh waktu, terencana.

BAB I. PENDAHULUAN

A. Deskripsi

Buku Ajar mengenai “Penulisan Karya Tulis Ilmiah” ini meliputi materi pembelajaran tentang penulisan artikel ilmiah, jenis dan struktur artikel ilmiah, artikel hasil pemikiran, artikel hasil penelitian, format tulisan, serta praktik penulisan artikel ilmiah. Secara garis besar, buku ajar ini mengantarkan peserta PLPG untuk memahami materi-materi tersebut di atas, namun demikian peserta juga diminta untuk menyusun draft penulisan artikel ilmiah di bidang kompetensi masing-masing. Hal ini mempunyai tujuan agar setelah pelaksanaan matapelajaran ini peserta PLPG mempunyai kemampuan dalam menyusun artikel ilmiah yang siap dimasukkan ke dalam jurnal ilmiah yang tidak maupun terakreditasi.

Buku ajar “Penulisan Karya Tulis Ilmiah” ini mempunyai standar kompetensi dasar (1) mengenal penulisan artikel ilmiah; (2) mengenal perbedaan penulisan artikel ilmiah yang konseptual dan yang non konseptual; (3) mengenal format penulisan artikel ilmiah; dan (4) menyusun draft artikel ilmiah. Buku ajar ini mempunyai hubungan dengan buku ajar yang terutama adalah penelitian tindakan kelas. Karena standar kompetensi penelitian tindakan kelas adalah (1) mengenal metode penelitian tindakan kelas; (2) mengenal format laporan penelitian tindakan kelas, (3) menyusun draft proposal penelitian tindakan kelas. Jelas bahwa kompetensi dasar kedua mata pelajaran ini akan bersngkut paut, pada saat peserta PLPG berkeinginan untuk menuliskan hasil penelitian tindakan kelas ke dalam jurnal penelitian pendidikan.

B. Petunjuk Pembelajaran

Peserta PLPG harus selalu aktif mengikuti proses pembelajaran di kelas. Peserta PLPG aktif berdiskusi dengan pelatih, menanyakan hal-hal yang belum dipahami, selanjutnya mendiskusikan dengan teman lainnya. Di samping itu, peserta pelatihan mencermati contoh-contoh yang telah disajikan oleh pelatih dan yang tersaji di dalam buku ajar ini. Kemudian peserta PLPG harus belajar menyusun suatu draft artikel ilmiah yang selaras dengan format yang tersaji di dalam buku ajar ini. Hasil draft itu selanjutnya digunakan untuk memenuhi tugas mata pelajaran ini, serta dimintakan pendapat dari pelatih. Saran-saran dari pelatih yang belum dipahami perlu ditanyakan kembali kepada pelatih jika perlu meminta perbandingan dengan artikel yang telah termuat di dalam jurnal.

C. Kompetensi dan Indikator

1. Peserta mempunyai kemampuan dalam memahami kriteria penulisan artikel ilmiah;
2. Peserta mempunyai kemampuan dalam memahami jenis dan struktur artikel ilmiah;
3. Peserta mempunyai kemampuan dalam memahami artikel penulisan hasil pemikiran konseptual;
4. Peserta mempunyai kemampuan dalam memahami artikel penulisan hasil penelitian;
5. Peserta mempunyai kemampuan dalam memahami format penulisan enumeratif;
6. Peserta mempunyai kemampuan dalam memahami format penulisan esai;
7. Peserta mempunyai kemampuan dan keterampilan dalam menyusun draft artikel ilmiah.

BAB II. KEGIATAN BELAJAR I

JENIS DAN STRUKTUR ARTIKEL ILMIAH

A. KOMPETENSI DAN INDIKATOR

Karya ilmiah tentu sudah merupakan bacaan yang sangat akrab dengan peserta PLPG. Sebagai guru, bapak dan ibu sudah sering membaca berbagai artikel, baik yang bersifat populer, ilmiah populer maupun yang memang benar-benar merupakan karya ilmiah. Berbekal pengalaman bapak dan ibu dalam memahami artikel ilmiah, bapak dan ibu akan mengkaji bentuk, sifat dan struktur karya tulis ilmiah. Berkaitan uraian di atas, maka setelah menyelesaikan kegiatan belajar pertama ini, bapak dan ibu diharapkan mempunyai kemampuan dalam:

1. Menjelaskan sifat artikel ilmiah;
2. Menjelaskan sikap ilmiah;
3. Menjelaskan bentuk, struktur dan sifat-sifat artikel ilmiah
4. Menjelaskan perbedaan artikel hasil pemikiran konseptual dengan hasil penelitian

B. URAIAN MATERI

Sesuai dengan namanya, artikel ilmiah yang dimuat dalam jurnal diharapkan memenuhi kriteria sebagai sebuah karya ilmiah. Kriteria ini adalah cerminan sifat karya ilmiah yang berupa norma dan nilai yang berakar pada tradisi ilmiah yang diterima secara luas dan diikuti secara sungguh-sungguh oleh para ilmuwan. Oleh karena itu, penerbitan ilmiah secara *inherent* harus menampilkan sifat-sifat dan ciri-ciri khas karya ilmiah tersebut yang mungkin tidak selalu harus dipenuhi di dalam jenis penerbitan yang lain. Pertama, penerbitan ilmiah bersifat objektif, artinya isi penerbitan ilmiah hanya dapat dikembangkan dari fenomena yang memang *exist*, walaupun kriteria

eksistensi fenomena yang menjadi fokus bahasannya dapat berbeda antara satu bidang ilmu dengan bidang ilmu yang lain.

Selain objektif, sifat lain karya ilmiah adalah rasional. Rasional menurut Karl Popper adalah tradisi berpikir kritis para ilmuwan. Oleh karena itu, penerbitan ilmiah juga membawa ciri khas ini yang sekaligus berfungsi sebagai wahana penyampaian kritik timbal-balik yang berkaitan dengan masalah yang dipersoalkan. Lain daripada itu, karena jurnal merupakan sarana komunikasi yang berada di garis depan dalam pengembangan IPTEKS, ia juga mengemban sifat pembaharu dan *up-to-date* atau tidak ketinggalan jaman.

Selanjutnya, dalam menulis artikel ilmiah penulis hendaknya juga tidak mengabaikan komponen sikap ilmiah yang lain seperti menahan diri (*reserved*), hati-hati dan tidak *over-claiming*, jujur, lugas, dan tidak menyertakan motif-motif pribadi atau kepentingan-kepentingan tertentu dalam menyampaikan pendapatnya. Semua sikap di atas, dilengkapi dengan keterbukaan dalam menyebutkan sumber bahan yang menjadi rujukannya, juga dipandang sebagai upaya penulis untuk memenuhi etika penulisan ilmiah.

Artikel ilmiah mempunyai bentuk, struktur, dan sifat-sifat tertentu. Oleh karena itu, penulisannya harus mengikuti pola, teknik, dan kaidah-kaidah tertentu juga. Pola dan teknik penulisan artikel ilmiah ini relatif konsisten diikuti oleh penerbitan ilmiah pada umumnya yang biasa dikenal sebagai jurnal atau majalah ilmiah. Walaupun demikian, setiap majalah ilmiah biasanya memiliki gaya selingkung yang berusaha dipertahankan konsistensinya sebagai penciri dan kriteria kualitas teknik dan penampilan majalah yang bersangkutan. Gaya selingkung itu secara rinci mungkin berbeda antara satu majalah ilmiah dan majalah ilmiah yang lain, tetapi biasanya semuanya masih mengikuti semua pedoman yang berlaku secara umum. Sementara itu kaidah-kaidah penulisan artikel ilmiah diharapkan diikuti oleh para penulis artikel sebagaimana sikap ilmiah diharapkan diikuti oleh para

ilmuwan atau kode etik profesi oleh para profesional dalam bidangnya masing-masing. Dalam perspektif tertentu pemenuhan kaidah-kaidah penulisan artikel ilmiah ini dapat dipandang sebagai etika yang harus dipenuhi oleh para penulis artikel.

Sesuai dengan tujuan penerbitannya, majalah ilmiah pada umumnya memuat salah satu dari hal-hal berikut: (1) kumpulan atau akumulasi pengetahuan baru, (2) pengamatan empirik, dan (3) gagasan atau usulan baru (Pringgoadisurjo, 1993). Dalam praktik hal-hal tersebut akan diwujudkan atau dimuat di dalam salah satu dari dua bentuk artikel, yaitu artikel hasil pemikiran atau artikel non penelitian dan artikel hasil penelitian. Ada beberapa jurnal yang hanya memuat artikel hasil penelitian, misalnya *Journal of Research in Science Teaching* yang terbit di Amerika Serikat dan *Jurnal Penelitian Kependidikan* terbitan Lembaga Penelitian Universitas Negeri Malang. Akan tetapi sebagian jurnal biasanya memuat kedua jenis artikel: hasil pemikiran dan hasil penelitian. Selain itu, seringkali majalah ilmiah juga memuat resensi buku dan obituari. Pemuatan artikel hasil penelitian, artikel hasil pemikiran, resensi dan obituari ini sejalan dengan rekomendasi Direktorat Pembinaan Penelitian dan Pengabdian Kepada Masyarakat, Direktorat Jendral Pendidikan Tinggi (2000). Di dalam tulisan ini pembahasan akan dibatasi pada struktur dan anatomi dua jenis artikel saja yaitu artikel hasil pemikiran dan artikel hasil penelitian.

C. LEMBAR KEGIATAN

1. Alat dan Bahan

- a. Alat tulis;
- b. Laptop
- c. LCD proyektor;
- d. Buku teks tentang teknik menulis karya ilmiah.

2. Langkah Kegiatan

No.	Kegiatan	Waktu	Metode
1.	Persiapan		
	Sebelum pembelajaran dimulai, Fasilitator perlu melakukan persiapan yaitu mempersiapkan semua peralatan dan bahan yang diperlukan dalam pembelajaran	5 menit	Mempersiapkan alat dan bahan
2.	Kegiatan Awal/Pendahuluan		
	<p>2.1 Berdoa bersama untuk mengawali pembelajaran;</p> <p>2.2 Presensi peserta pelatihan, jika ada yang tidak masuk karena sakit misalnya, maka peserta diajak berdoa kembali agar teman yang sakit dapat segera sembuh dan berkumpul untuk bersekolah kembali;</p> <p>2.3 Fasilitator menyampaikan tujuan pembelajaran yang akan dikembangkan;</p> <p>2.4 Selanjutnya fasilitator menyajikan bentuk, struktur dan sifat karya tulis ilmiah.</p>	5 menit	Curah pendapat, ceramah pemecahan masalah
3.	Kegiatan Inti		
	3.1 Fasilitator memberikan ceramah tentang pengertian sifat artikel ilmiah;	35 menit	Metode pemberian tugas dan

	<p>3.2 Fasilitator memberikan ceramah tentang sikap ilmiah;</p> <p>3.3 Fasilitator memberikan ceramah tentang bentuk dan struktur artikel ilmiah</p> <p>3.4 Fasilitator berdiskusi dengan peserta pelatihan;</p> <p>3.5 <i>Sharing</i> dalam kelas mengenai sikap ilmiah, sifat, bentuk, dan struktur artikel ilmiah;</p> <p>3.6 Fasilitator menekankan kembali kesimpulan yang tepat.</p>		<p>pendampingan</p>
<p>4.</p>	<p>Kegiatan Akhir</p>		
	<p>4.1 Fasilitator bersama-sama dengan peserta mengadakan refleksi terhadap proses pembelajaran hari itu, tentang beberapa hal yang perlu mendapat perhatian dari sikap ilmiah, sifat, bentuk, dan struktur artikel ilmiah;</p> <p>4.2 Fasilitator memberi kesempatan peserta untuk mengungkapkan pengalaman setelah dilakukan <i>sharing</i>;</p> <p>4.3 Berdoa bersama-sama sebagai menutup pelatihan</p>	<p>10 menit</p>	<p>Refleksi</p>

3. Hasil

- a. Peserta PLPG mempunyai kemampuan dalam menjelaskan kembali secara terurai mengenai sifat artikel ilmiah;
- b. Peserta PLPG mempunyai kemampuan dalam menjelaskan kembali secara terurai mengenai karakter sikap ilmiah; yang selanjutnya mempunyai kecenderungan positif jika dihadapkan pada kasus plagiarisme misalnya;
- c. Peserta PLPG mempunyai kemampuan dalam menjelaskan kembali secara terurai mengenai bentuk, dan struktur karya tulis ilmiah.

D. RANGKUMAN

Artikel ilmiah mempunyai bentuk, struktur, dan sifat-sifat tertentu. Oleh karena itu, penulisannya harus mengikuti pola, teknik, dan kaidah-kaidah tertentu juga. Pola dan teknik penulisan artikel ilmiah ini relatif konsisten diikuti oleh penerbitan ilmiah pada umumnya yang biasa dikenal sebagai jurnal atau majalah ilmiah. Walaupun demikian, setiap majalah ilmiah biasanya memiliki gaya selingkung yang berusaha dipertahankan konsistensinya sebagai penciri dan kriteria kualitas teknik dan penampilan majalah yang bersangkutan. Gaya selingkung itu secara rinci mungkin berbeda antara satu majalah ilmiah dan majalah ilmiah yang lain, tetapi biasanya semuanya masih mengikuti semua pedoman yang berlaku secara umum. Sementara itu kaidah-kaidah penulisan artikel ilmiah diharapkan diikuti oleh para penulis artikel sebagaimana sikap ilmiah diharapkan diikuti oleh para ilmuwan atau kode etik profesi oleh para profesional dalam bidangnya masing-masing. Dalam perspektif tertentu pemenuhan kaidah-kaidah penulisan artikel ilmiah ini dapat dipandang sebagai etika yang harus dipenuhi oleh para penulis artikel.

F. TES FORMATIF

1. Tes Obyektif

Pilihlah salah satu jawaban yang paling tepat

1. Aspek-aspek yang menentukan karakteristik karya tulis, kecuali
 - a. sikap penulis
 - b. panjang tulisan
 - c. struktur sajian
 - d. penggunaan bahasa
2. Struktur sajian suatu karya tulis ilmiah pada umumnya terdiri dari
 - a. pendahuluan, inti (pokok pembahasan), dan penutup
 - b. pendahuluan, abstrak, bagian inti, simpulan
 - c. abstrak, pendahuluan, bagian inti, simpulan
 - d. abstrak, bagian inti, penutup
3. Bagian penutup suatu karya tulis ilmiah, pada umumnya menyajikan tentang
 - a. rangkuman dan tindak lanjut
 - b. simpulan umum
 - c. rekomendasi penulis
 - d. simpulan dan saran
4. Substansi suatu karya tulis ilmiah dapat mencakup berbagai hal, dari yang paling sederhana sampai dengan yang paling kompleks. Berikut ini adalah contoh-contoh substansi karya tulis ilmiah, kecuali
 - a. pendidikan
 - b. kebudayaan
 - c. pemulung
 - d. informatika
5. Dalam karya tulis ilmiah, penulis bersikap netral, obyektif, dan tidak memihak. Sikap ini sesuai dengan hakikat karya tulis ilmiah yang merupakan kajian berdasarkan pada, kecuali
 - a. fakta atau kenyataan
 - b. argumentasi

- c. teori yang diakui kebenarannya
 - d. data empirik/hasil penelitian
6. Keobyektifan penulis karya tulis ilmiah dicerminkan dalam gaya bahasa yang bersifat
- a. resmi
 - b. baku
 - c. impersonal
 - d. personal
7. Komponen suatu karya tulis ilmiah bervariasi sesuai dengan jenis karya tulis ilmiah dan tujuan penulisannya, namun pada umumnya semua karya tulis ilmiah mempunyai komponen
- a. daftar pustaka
 - b. abstrak
 - c. daftar tabel
 - d. lampiran
8. Berikut ini adalah ciri-ciri suatu karya tulis ilmiah, kecuali
- a. memaparkan bidang ilmu tertentu
 - b. merupakan deskripsi suatu kejadian
 - c. menggunakan gaya bahasa resmi
 - d. disajikan secara sistematis
9. Di antara judul berikut, yang manakah yang paling sesuai untuk judul karya tulis ilmiah?
- a. senjata makan tuan
 - b. kumbang cantik pengisap madu
 - c. pengaruh gizi pada pertumbuhan anak
 - d. pengaruh obat bius yang menghebohkan
10. Untuk membedakan karya tulis ilmiah dan karya tulis bukan ilmiah, seseorang dapat mengkaji berbagai aspek tulisan. Salah satu aspek yang dapat digunakan sebagai pembeda adalah
- a. sistematika tulisan
 - b. panjang tulisan

- c. ragam bahasa yang digunakan
- d. pengarang

2. Tes Uraian

1. Setelah membaca uraian di atas, coba bapak dan ibu simpulkan bagaimana caranya mengenal karakteristik karya tulis ilmiah. Jelaskan mengapa bapak dan ibu menyimpulkan seperti itu?
2. Sebutkan aspek-aspek yang dapat menggambarkan karakteristik suatu karya tulis ilmiah dan berikan penjelasan singkat untuk setiap aspek. Berdasarkan uraian itu, coba simpulkan karakteristik karya tulis ilmiah!
3. Secara umum, struktur sajian suatu karya tulis ilmiah terdiri dari bagian awal, inti, dan bagian penutup. Coba jelaskan deskripsi masing-masing bagian dan apa bedanya dengan struktur sajian karya non ilmiah?

BAB III. KEGIATAN BELAJAR II

ARTIKEL HASIL PEMIKIRAN DAN HASIL PENELITIAN

A. KOMPETENSI DAN INDIKATOR

Pada kegiatan belajar yang kedua ini akan dibahas bagaimana menentukan kelayakan ide untuk dituangkan ke dalam tulisan serta struktur tulisan konseptual. Pembahasan mengenai materi ini akan bermanfaat pada saat bapak dan ibu menulis artikel konseptual. Di samping itu akan dibahas juga teknik menulis karya tulis ilmiah atas dasar hasil penelitian. Berkaitan uraian di atas, maka setelah menyelesaikan kegiatan belajar kedua ini, bapak dan ibu diharapkan mempunyai kemampuan dalam:

1. Menjelaskan pembuatan judul karya tulis yang bersifat konseptual maupun atas dasar hasil penelitian;
2. Menjelaskan abstrak dan kata kunci karya tulis yang bersifat konseptual maupun atas dasar hasil penelitian;
3. Menjelaskan penulisan pendahuluan karya tulis yang bersifat konseptual maupun atas dasar hasil penelitian
4. Menjelaskan penulisan metode karya tulis yang bersifat konseptual maupun atas dasar hasil penelitian;
5. Menjelaskan penulisan hasil penelitian karya tulis yang bersifat konseptual maupun atas dasar hasil penelitian;
6. Menjelaskan penulisan pembahasan karya tulis yang bersifat konseptual maupun atas dasar hasil penelitian
7. Menjelaskan penulisan simpulan dan saran karya tulis yang bersifat konseptual maupun atas dasar hasil penelitian;
8. Menjelaskan penulisan daftar pustaka karya tulis yang bersifat konseptual maupun atas dasar hasil penelitian

B. URAIAN MATERI

1. Artikel Hasil Pemikiran

Artikel hasil pemikiran adalah hasil pemikiran penulis atas suatu permasalahan, yang dituangkan dalam bentuk tulisan. Dalam upaya untuk menghasilkan artikel jenis ini penulis terlebih dahulu mengkaji sumber-sumber yang relevan dengan permasalahannya, baik yang sejalan maupun yang bertentangan dengan apa yang dipikirkannya. Sumber-sumber yang dianjurkan untuk dirujuk dalam rangka menghasilkan artikel hasil pemikiran adalah juga artikel-artikel hasil pemikiran yang relevan, hasil-hasil penelitian terdahulu, di samping teori-teori yang dapat digali dari buku-buku teks.

Bagian paling vital dari artikel hasil pemikiran adalah pendapat atau pendirian penulis tentang hal yang dibahas, yang dikembangkan dari analisis terhadap pikiran-pikiran mengenai masalah yang sama yang telah dipublikasikan sebelumnya, dan pikiran baru penulis tentang hal yang dikaji, jika memang ada. Jadi, artikel hasil pemikiran bukanlah sekadar kolase atau tempelan cuplikan dari sejumlah artikel, apalagi pemindahan tulisan dari sejumlah sumber, tetapi adalah hasil pemikiran analitis dan kritis penulisnya.

Artikel hasil pemikiran biasanya terdiri dari beberapa unsur pokok, yaitu judul, nama penulis, abstrak dan kata kunci, pendahuluan, bagian inti atau pembahasan, penutup, dan daftar rujukan. Uraian singkat tentang unsur-unsur tersebut disampaikan di bawah ini.

a. Judul

Judul artikel hasil pemikiran hendaknya mencerminkan dengan tepat masalah yang dibahas. Pilihan kata-kata harus tepat, mengandung unsur-unsur utama masalah, jelas, dan setelah disusun dalam bentuk judul harus memiliki daya tarik yang kuat bagi calon pembaca. Judul dapat ditulis dalam bentuk kalimat berita atau kalimat tanya. Salah satu ciri penting judul artikel hasil pemikiran adalah

bersifat "provokatif", dalam arti merangsang pembaca untuk membaca artikel yang bersangkutan. Hal ini penting karena artikel hasil pemikiran pada dasarnya bertujuan untuk membuka wacana diskusi, argumentasi, analisis, dan sintesis pendapat-pendapat para ahli atau pemerhati bidang tertentu. Perhatikan judul-judul artikel di bawah ini, dan lakukan evaluasi terhadap judul-judul tersebut untuk melihat apakah kriteria yang disebutkan di atas terpenuhi.

- *Membangun Teori melalui Pendekatan Kualitatif* (Forum Penelitian Kependidikan Tahun 7, No. 1)
- *Repelita IV: A Cautious Development Plan for Steady Growth* (Kaleidoscope International Vol. IX No.1)
- *Interpreting Student's and Teacher's Discourse in Science Classes: An Underestimated Problem?* (Journal of Research in Science Teaching Vol. 33, No.2.)

Di dalam contoh-contoh judul di atas seharusnya tercermin ciri-ciri yang diharapkan ditunjukkan oleh artikel hasil pemikiran seperti provokatif, argumentative, dan analitik.

b. Nama Penulis

Untuk menghindari bias terhadap senioritas dan wibawa atau inferioritas penulis, nama penulis artikel ditulis tanpa disertai gelar akademik atau gelar profesional yang lain. Jika dikehendaki gelar kebangsawanan atau keagamaan boleh disertakan. Nama lembaga tempat penulis bekerja sebagai catatan kaki di halaman pertama. Jika penulis lebih dari dua orang, hanya nama penulis utama saja yang dicantumkan disertai tambahan dkk. (dan kawan-kawan). Nama penulis lain ditulis dalam catatan kaki atau dalam catatan akhir jika tempat pada catatan kaki atau di dalam catatan akhir jika tempat pada catatan kaki tidak mencukupi.

c. Abstrak dan Kata Kunci

Abstrak artikel hasil pemikiran adalah ringkasan dari artikel yang dituangkan secara padat; bukan komentar atau pengantar penulis. Panjang abstrak biasanya sekitar 50-75 kata yang disusun dalam satu paragraf, diketik dengan spasi tunggal. Format lebih sempit dari teks utama (margin kanan dan margin kiri menjorok masuk beberapa ketukan).

Dengan membaca abstrak diharapkan (calon) pembaca segera memperoleh gambaran umum dari masalah yang dibahas di dalam artikel. Ciri-ciri umum artikel hasil pemikiran seperti kritis dan provokatif hendaknya juga sudah terlihat di dalam abstrak ini, sehingga (calon) pembaca tertarik untuk meneruskan pembacaannya.

Abstrak hendaknya juga disertai dengan 3-5 kata kunci, yaitu istilah-istilah yang mewakili ide-ide atau konsep-konsep dasar yang terkait dengan ranah permasalahan yang dibahas dalam artikel. Jika dapat diperoleh, kata-kata kunci hendaknya diambil dari *thesaurus* bidang ilmu terkait. Perlu diperhatikan bahwa kata-kata kunci tidak hanya dapat dipetik dari judul artikel, tetapi juga dari tubuh artikel walaupun ide-ide atau konsep-konsep yang diwakili tidak secara eksplisit dinyatakan atau dipaparkan di dalam judul atau tubuh artikel. Perhatikan contoh abstrak dan kata-kata kunci berikut ini.

Abstract: Theory Generation through Qualitative Study. A qualitative study is often contrasted with its quantitative counterpart. These two approaches are more often inappropriately considered as two different schools of thought than as two different tools. In fact these two approaches serve different purposes. A qualitative study takes several stage in generating theories. Business transaction pattern and market characteristic, for example, can be investigated through qualitative study, while their tendencies, frequencies, and other related quantitative values can be more appropriately investigated through quantitative study.

Key words: qualitative study, quantitative study, theory development

d. Pendahuluan

Bagian ini menguraikan hal-hal yang dapat menarik perhatian pembaca dan memberikan acuan (konteks) bagi permasalahan yang akan dibahas, misalnya dengan menonjolkan hal-hal yang kontroversial atau belum tuntas dalam pembahasan permasalahan yang terkait dengan artikel-artikel atau naskah-naskah lain yang telah dipublikasikan terdahulu. Bagian pendahuluan ini hendaknya diakhiri dengan rumusan singkat (1-2 kalimat) tentang hal-hal pokok yang akan dibahas dan tujuan pembahasan. Perhatikan tiga segmen bagian pendahuluan dalam contoh di bawah ini.

Partisipasi masyarakat merupakan unsur yang paling penting sekali bagi keberhasilan program pendidikan. Catatan sejarah pendidikan di negara-negara maju dan dikelompok-kelompok masyarakat yang telah berkembang kegiatan pendidikan menunjukkan bahwa keadaan dunia pendidikan mereka sekarang ini telah dicapai dengan partisipasi masyarakat yang sangat signifikan di dalam berbagai bentuk. Di Amerika Serikat dalam tingkat pendidikan tinggi dikenal apa yang disebut "Land-Grant Universities..."dst.

Terdapat perbedaan pendapat di kalangan para ahli yang berkaitan dengan menurunnya partisipasi masyarakat dalam pengembangan pendidikan. Sebagian ahli berpendapat bahwa sistem politik yang kurang demokratis dan budaya masyarakat paternalistik telah menyebabkan rendahnya partisipasi. Sementara itu penulis-penulis lain lebih memfokus pada faktor-faktor ekonomi...

Dari kajian terhadap berbagai tulisan dan hasil penelitian disebutkan di muka terlihat masih terdapat beberapa hal yang belum jelas benar atau setidaknya-tidaknya masih menimbulkan keraguan mengenai sebab-sebab menurunnya mutu partisipasi masyarakat dalam pengembangan pendidikan. Dalam artikel-artikel ini akan dibahas kemungkinan-kemungkinan menurunnya partisipasi masyarakat tersebut berdasarkan analisis ekonomi pendidikan. Diharapkan, dengan analisis ini kekurangan analisis terdahulu dapat dikurangi dan dapat disusun penjelasan baru yang lebih komprehensif.

Di dalam petikan bagian pendahuluan di atas dapat dilihat alur argumentasi yang diikuti penulis untuk menunjukkan masih adanya perbedaan pandangan tentang menurunnya partisipasi masyarakat di dalam pengembangan pendidikan. Tinjauan dari berbagai sudut pandang telah menghasilkan kesimpulan yang beragam, yang membuka kesempatan bagi penulis untuk menampilkan wacana penurunan partisipasi masyarakat dalam pengembangan pendidikan dari sudut pandang yang lain.

e. Bagian Inti

Isi bagian ini sangat bervariasi, lazimnya berisi kupasan, analisis, argumentasi, komparasi, keputusan, dan pendirian atau sikap penulis mengenai masalah yang dibicarakan. Banyaknya subbagian juga tidak ditentukan, tergantung kepada kecukupan kebutuhan penulis untuk menyampaikan pikiran-pikirannya. Di antara sifat-sifat artikel terpenting yang seharusnya ditampilkan di dalam bagian ini adalah kupasan yang argumentatif, analitik, dan kritis dengan sistematika yang runtut dan logis, sejauh mungkin juga berciri komparatif dan menjauhi sikap tertutup dan instruktif. Walaupun demikian, perlu dijaga agar tampilan bagian ini tidak terlalu panjang dan menjadi bersifat enumeratif seperti diktat. Penggunaan subbagian dan sub-subbagian yang terlalu banyak juga akan menyebabkan artikel tampil seperti diktat. Perhatikan contoh-contoh petikan bagian inti artikel berikut ini.

Science earns its place on the curriculum because there is cultural commitment to the value of the knowledge and the practices by which this body of ideas has been derived. Hence, any consideration of the theoretical implementation must start by attempting to resolve the aims and intentions of this cultural practice...(Dari Osborne, 1996:54).

Dalam situasi yang dicontohkan di atas perubahan atau penyesuaian paradigma dan praktik-praktik pendidikan adalah suatu keharusan jika dunia pendidikan Indonesia tidak ingin tertinggal dan kehilangan perannya sebagai wahana untuk menyiapkan generasi masa datang ironisnya, kalangan pendidikan sendiri tidak dengan cepat mengantisipasi, mengembangkan dan mengambil inisiatif inovasi yang diperlukan, walaupun kesadaran akan perlunya perubahan-perubahan tertentu sudah secara luas dirasakan. Hesrh dan McKibbin (1983:3) menyatakan bahwa sebenarnya banyak pihak telah menyadari perlunya inovasi...(Dari Ibnu, 1996:2)

John Hassard (1993) suggested that, 'Unlike modern industrial society, where production was the cornerstone, in the post modern society simulation structure and control social affairs. We, at witnesses, are producing simulation within discourses. We are fabricating words, not because we are "falsyfaying" data, or "lying" about what we have learned, but because we are constructing truth within a shifting, but always limited discourse.' (Dari Ropers-Huilman, 1997:5)

Di dalam contoh-contoh bagian inti artikel hasil pemikiran di atas dapat dilihat dengan jelas bagian yang paling vital dari jenis artikel ini yaitu posisi atau pendirian penulis, seperti terlihat di dalam kalimat-kalimat: (1) Hence, any consideration of the theoretical base of science and its practical implementation must start by..., (2) Dalam situasi yang dicontohkan di atas perubahan atau penyesuaian paradigma dan praktek-praktek pendidikan, adalah suatu keharusan jika..., (3)...We are fabricating words not because ..., or 'lying' about..., but...dan seterusnya.

f. Penutup atau Simpulan

Penutup biasanya diisi dengan simpulan atau penegasan pendirian penulis atas masalah yang dibahas pada bagian sebelumnya. Banyak juga penulis yang berusaha menampilkan segala apa yang telah dibahas di bagian terdahulu, secara ringkas. Sebagian penulis menyertakan saran-saran atau pendirian alternatif. Jika memang dianggap tepat bagian terakhir ini dapat dilihat pada berbagai

artikel jurnal. Walaupun mungkin terdapat beberapa perbedaan gaya penyampaian, misi bagian akhir ini pada dasarnya sama: mengakhiri diskusi dengan suatu pendirian atau menyodorkan beberapa alternatif penyelesaian. Perhatikan contoh-contoh berikut.

Konsep pemikiran tentang Demokrasi Ekonomi pada prinsipnya adalah khas Indonesia. menurut Dr. M. Hatta dalam konsep Demokrasi Ekonomi berlandaskan pada tiga hal, yaitu: (a) etika sosial yang tersimpul dalam nilai-nilai Pancasila; (b) rasionalitas ekonomi yang diwujudkan dengan perencanaan ekonomi oleh negara; dan (c) organisasi ekonomi yang mendasarkan azas bersama/koperasi.

Isu tentang pelaksanaan Demokrasi Ekonomi dalam sistem perekonomian Indonesia menjadi menarik dan ramai pada era tahun 90-an. Hal tersebut terjadi sebagai reaksi atas permasalahan konglomerasi di Indonesia. Perlu diupayakan hubungan kemitraan yang baik antara pelaku ekonomi dalam sistem perekonomian Indonesia. Pada saat ini nampak sudah ada *political will* dari pemerintah kita terhadap kegiatan ekonomi berskala menengah dan kecil. Namun demikian kemampuan politik saja tidak cukup tanpa disertai keberanian politik. Semangat untuk berpihak pada pengembangan usaha berskala menengah dan kecil perlu terus digalakkan, sehingga tingkat kesejahteraan seluruh masyarakat dapat ditingkatkan.

(Dari Supriyanto, 1994:330-331)

if, as has been discussed in this article, argumentation has a central role play in science and learning about science, then its current omission is a problem that needs to be seriously addressed. For in the light of our emerging understanding of science as social practice, with rhetoric and argument as a central feature, to continue with current approaches to the teaching of science would be to misrepresent science and its nature. If his pattern is to change, then it seems crucial that any intervention should pay attention not only to ways of enhancing the argument skills of young people, but also improving teachers' knowledge, awareness, and competence in managing student participation in discussion and argument. Given that, for good or for ill, science and technology have ascended to ascended to a position of cultural dominance, studying the role of

argument in science offers a means of prying open the black box that is science. Such an effort would seem well advised—both for science and its relationship with the public, and the public and its relationship with science.

(Dari Driver, Newton & Osborne, 2000:309)

g. Daftar Rujukan

Bahan rujukan yang dimasukkan dalam daftar rujukan hanya yang benar-benar dirujuk di dalam tubuh artikel. Sebaliknya, semua rujukan yang telah disebutkan dalam tubuh artikel harus tercatat di dalam daftar rujukan. Tata aturan penulisan daftar rujukan bervariasi, tergantung gaya selingkung yang dianut. Walaupun demikian, harus senantiasa diperhatikan bahwa tata aturan ini secara konsisten diikuti dalam setiap nomor penelitian.

2. Artikel Hasil Penelitian

Artikel hasil penelitian sering merupakan bagian yang paling dominan dari sebuah jurnal. Berbagai jurnal bahkan 100% berisi artikel jenis ini. *Jurnal Penelitian Kependidikan* yang diterbitkan oleh Lembaga Penelitian Universitas Negeri Malang, misalnya, dan *Journal of Research in Science Teaching*; termasuk kategori jurnal yang semata-mata memuat hasil penelitian. Sebelum ditampilkan sebagai artikel dalam jurnal, laporan penelitian harus disusun kembali agar memenuhi tata tampilan karangan sebagaimana yang dianjurkan oleh dewan penyunting jurnal yang bersangkutan dan tidak melampaui batas panjang karangan. Jadi, artikel hasil penelitian bukan sekadar bentuk ringkas atau "pengkerdilan" dari laporan teknis, tetapi merupakan hasil kerja penulisan baru, yang dipersiapkan dan dilakukan sedemikian rupa sehingga tetap menampilkan secara lengkap semua aspek penting penelitian, tetapi dalam format artikel yang jauh lebih kompak dan ringkas daripada laporan teknis aslinya.

Bagian-bagian artikel hasil penelitian yang dimuat dalam jurnal adalah judul, nama penulis, abstrak dan kata kunci, bagian pendahuluan, metode, hasil penelitian, pembahasan, kesimpulan dan saran, dan daftar rujukan.

a. Judul

Judul artikel hasil penelitian diharapkan dapat dengan tepat memberikan gambaran mengenai penelitian yang telah dilakukan. Variabel-variabel penelitian dan hubungan antar variabel serta informasi lain yang dianggap penting hendaknya terlihat dalam judul artikel. Walaupun demikian, harus dijaga agar judul artikel tidak menjadi terlalu panjang. Sebagaimana judul penelitian, judul artikel umumnya terdiri dari 5-15 kata. Berikut adalah beberapa contoh.

- *Pengaruh Metode Demonstrasi Ber-OHP terhadap Hasil Belajar Membuat Pakaian Siswa SMKK Negeri Malang* (Forum Penelitian Kependidikan Tahun 7, No.1).
- *Undergraduate Science Students' Images of the Nature of Science* (Research presented at the American Educational Research Association Annual Conference, Chicago, 24-28 March 1997).
- *Effect of Knowledge and Persuasion on High-School Students' Attitudes towards Nuclear Power Plants* (Journal of Research in Science Teaching Vol.32, Issue 1).

Jika dibandingkan judul-judul di atas, akan segera tampak perbedaannya dengan judul artikel hasil pemikiran, terutama dengan terlihatnya variabel-variabel utama yang diteliti seperti yang diperlihatkan pada judul yang pertama dan ketiga.

b. Nama Penulis

Pedoman penulisan nama penulis untuk artikel hasil pemikiran juga berlaku untuk penulisan artikel hasil penelitian.

c. Abstrak dan Kata Kunci

Dalam artikel hasil penelitian abstrak secara ringkas memuat uraian mengenai masalah dan tujuan penelitian, metode yang digunakan, dan hasil penelitian. Tekanan terutama diberikan kepada hasil penelitian. Panjang abstrak lebih kurang sama dengan panjang artikel hasil pemikiran dan juga dilengkapi dengan kata-kata kunci (3-5 buah). Kata-kata kunci menggambarkan ranah masalah yang diteliti. Masalah yang diteliti ini sering tercermin dalam variable-variabel penelitian dan hubungan antara variable-variabel tersebut. Walaupun demikian, tidak ada keharusan kata-kata kunci diambil dari variabel-variabel penelitian atau dari kata-kata yang tercantum di dalam judul artikel.

Contoh abstrak:

Abstract: The aim of this study was to asses the readiness of elementary school teachers in mathematic teaching, from the point of view of the teacher mastery of the subject. Forty two elementary school teachers from Kecamatan Jabung, Kabupaten Malang were given a test in mathematic which was devided in to two part, arithmetics and geometry. A minimum mastery score of 65 was set for those who would be classified as in adequate readiness as mathematics teachers. Those who obtained scores of less than 65 were classified as not in adequate readiness in teaching. The result of the study indicated that 78,8% of the teachers obtained scores of more than 65 in geometry. Sixty nine point five percent of the teachers got more than 65 arithmetic, and 69,5% gained scores of more than 65 scores in both geometry and arithmetics.

Key words: mathematic teaching, teaching readiness, subject mastery.

d. Pendahuluan

Banyak jurnal tidak mencantumkan subjudul untuk pendahuluan. Bagian ini terutama berisi paparan tentang permasalahan penelitian, wawasan, dan rencana penulis dalam kaitan dengan upaya pemecahan masalah, tujuan penelitian, dan rangkuman kajian teoretik yang berkaitan dengan masalah yang diteliti. Kadang-kadang juga dimuat harapan akan hasil dan manfaat penelitian.

Penyajian bagian pendahuluan dilakukan secara naratif, dan tidak perlu pemecahan (fisik) dari satu subbagin ke subbagian lain. Pemisahan dilakukan dengan penggantian paragraf.

e. Metode

Bagian ini menguraikan bagaimana penelitian dilakukan. Materi pokok bagian ini adalah rancangan atau desain penelitian, sasaran atau target penelitian (populasi dan sampel), teknik pengumpulan data dan pengembangan instrumen, dan teknik analisis data. Sub-subbagian di atas umumnya (atau sebaiknya) disampaikan dalam format esei dan sesedikit mungkin menggunakan format enumeratif, misalnya:

Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dengan rancangan observasi partisipatori. Peneliti terjun langsung ke dalam keidupan masyarakat desa, ikut serta melakukan berbagai aktivitas sosial sambil mengumpulkan data yang dapat diamati langsung di lapangan atau yang diperoleh dari informan kunci. Pencatatan dilakukan tidak langsung tetapi ditunda sampai peneliti dapat "mengasingkan diri" dari anggota masyarakat sasaran. Informasi yang diberikan dari informan kunci diuji dengan membandingkannya dengan pendapat nara sumber yang lain. Analisis dengan menggunakan pendekatan...

Rancangan eksperimen *pretest-posttest control group design* digunakan dalam penelitian ini. Subjek penelitian dipilih secara random dari seluruh siswa kelas 3 kemudian

secara random pula ditempatkan ke dalam kelompok percobaan dan kelompok control. Data diambil dengan menggunakan tes yang telah dikembangkan dan divalidasi oleh Lembaga Pengembangan Tes Nasional. Analisis data dilakukan dengan...

f. Hasil Penelitian

Bagian ini memuat hasil penelitian, tepatnya hasil analisis data. Hasil yang disajikan adalah hasil bersih. Pengujian hipotesis dan penggunaan statistik tidak termasuk yang disajikan.

Penyampaian hasil penelitian dapat dibantu dengan penggunaan tabel dan grafik (atau bentuk/format komunikasi yang lain). Grafik dan tabel harus dibahas dalam tubuh artikel tetapi tidak dengan cara pembahasan yang rinci satu per satu. Penyajian hasil yang cukup panjang dapat dibagi dalam beberapa subbagian

Contoh:

Jumlah tulisan dari tiga suku ranah utama yang dimuat di dalam berbagai jurnal, dalam kurun waktu satu sampai empat tahun dapat dilihat dalam Tabel 1.

Tabel 1 Distribusi Jumlah Tulisan dari Tiga Suku Ranah Pendidikan Sains yang Dimuat dalam Berbagai Jurnal antara Januari 1994-Juli 1997

Suku ranah	1994	1995	1996	1997	Jumlah
Konsep	7	7	13	6	32
Sci. Literacy	5	3	14	6	28
Teori & Pengaj.	2	12	1	5	20
Jumlah 3 suku ranah					80
Lain-lain					46

Dari Tabel 1 di atas terlihat bahwa frekuensi pemunculan artikel dari tiga suku ranah tersebut di atas jauh melebihi suku-suku ranah yang lain, yaitu 80:46. hal ini menunjukkan bahwa...dst.

g. Pembahasan

Bagian ini merupakan bagian terpenting dari artikel hasil penelitian. Penulis artikel dalam bagian ini menjawab pertanyaan-pertanyaan penelitian dan menunjukkan bagaimana temuan-temuan tersebut diperoleh, mengintepretasikan temuan, mengaitkan temuan penelitian dengan struktur pengetahuan yang telah mapan, dan memunculkan "teori-teori" baru atau modifikasi teori yang telah ada.

Contoh:

Dari temuan penelitian yang diuraikan dalam artikel ini dapat dilihat bahwa berbagai hal yang berkaitan dengan masalah kenakalan remaja yang selama ini diyakini kebenarannya menjadi goyah. Kebenaran dari berbagai hal tersebut ternyata tidak berlaku secara universal tetapi kondisional. Gejala-gejala kenakalan remaja tertentu hanya muncul apabila kondisi lingkungan sosial setempat mendukung akan terjadinya bentuk-bentuk kenalan terkait. Hal ini sesuai dengan teori *selektive cases* dari Lincoln (1987:13) yang menyatakan bahwa...

h. Simpulan dan Saran

Simpulan menyajikan ringkasan dari uraian mengenai hasil penelitian dan pembahasan. Dari kedua hal ini dikembangkan pokok-pokok pikiran (baru) yang merupakan esensi dari temuan penelitian. Saran hendaknya dikembangkan berdasarkan temuan penelitian. Saran dapat mengacu kepada tindakan praktis, pengembangan teori baru, dan penelitian lanjutan.

i. Daftar Rujukan

Daftar rujukan ditulis dengan menggunakan pedoman umum yang juga berlaku bagi penulis artikel nonpenelitian.

3. Penutup

Perbedaan dasar antara artikel hasil pemikiran dan artikel hasil penelitian terletak pada bahan dasar yang kemudian dikembangkan dan dituangkan ke dalam artikel. Bahan dasar artikel hasil pemikiran adalah hasil kajian atau analisis penulis atas suatu masalah. Bagian terpenting dari artikel jenis ini adalah pendirian penulis tentang masalah yang dibahas dan diharapkan memicu wahana baru mengenai masalah tersebut. Artikel hasil penelitian, dilain pihak, dikembangkan dari laporan teknis penelitian dengan tujuan utama untuk memperluas penyebarannya dan secara akumulatif dengan hasil penelitian peneliti-peneliti lain dalam memperkaya khasanah pengetahuan tentang masalah yang diteliti.

Perbedaan isi kedua jenis artikel memerlukan struktur dan sistematika penulisan yang berbeda untuk menjamin kelancaran dan keparipurnaan komunikasi. Walaupun demikian, dipandang tidak perlu dikembangkan aturan-aturan yang terlalu mengikat dan baku, sehingga gaya selingkung masing-masing jurnal dapat terakomodasikan dengan baik di dalam struktur dan sistematika penulisan yang disepakati.

Satu hal yang harus diupayakan oleh penulis, baik untuk artikel hasil pemikiran ataupun artikel hasil penelitian, adalah tercapainya maksud penulisan artikel tersebut, yaitu komunikasi yang efektif dan efisien tetapi tetap mempunyai daya tarik yang cukup tinggi. Selain itu, kaidah-kaidah komunikasi ilmiah yang lain seperti objektif, jujur, rasional, kritis, *up to date*, dan tidak arogan hendaknya juga diusahakan sekuat tenaga untuk dapat dipenuhi oleh penulis.

C. LEMBAR KEGIATAN

1. Alat dan Bahan

- a. Alat tulis;
- b. Laptop
- c. LCD proyektor;
- d. Buku teks tentang teknik menulis karya ilmiah.

2. Langkah Kegiatan

No.	Kegiatan	Waktu	Metode
1.	Persiapan		
	Sebelum pembelajaran dimulai, Fasilitator perlu melakukan persiapan yaitu mempersiapkan semua peralatan dan bahan yang diperlukan dalam pembelajaran	5 menit	Mempersiapkan alat dan bahan
2.	Kegiatan Awal/Pendahuluan		
	2.1 Berdoa bersama untuk mengawali pembelajaran; 2.2 Presensi peserta pelatihan, jika ada yang tidak masuk karena sakit misalnya, maka peserta diajak berdoa kembali agar teman yang sakit dapat segera sembuh dan berkumpul untuk bersekolah kembali; 2.3 Fasilitator menyampaikan tujuan pembelajaran yang akan dikembangkan;	5 menit	Curah pendapat, ceramah pemecahan masalah

	2.4 Selanjutnya fasilitator menyajikan artikel ilmiah dalam bentuk hasil pemikiran konseptual dan hasil penelitian.		
3.	Kegiatan Inti		
	<p>3.1 Fasilitator memberikan ceramah tentang pengertian penulisan karya tulis ilmiah hasil pemikiran konseptual</p> <p>3.2 Fasilitator memberikan ceramah tentang penulisan karya tulis ilmiah hasil penelitian;</p> <p>3.3 Fasilitator berdiskusi dengan peserta pelatihan;</p> <p>3.4 <i>Sharing</i> dalam kelas mengenai karya tulis ilmiah hasil pemikiran konseptual;</p> <p>3.5 <i>Sharing</i> dalam kelas mengenai karya tulis ilmiah hasil penelitian</p> <p>3.6 Fasilitator menekankan kembali kesimpulan yang tepat.</p>	35 menit	Metode pemberian tugas dan pendampingan
4.	Kegiatan Akhir		
	<p>Fasilitator bersama-sama dengan peserta mengadakan refleksi terhadap proses pembelajaran hari itu, tentang beberapa hal yang perlu mendapat perhatian;</p> <p>Fasilitator memberi kesempatan peserta untuk mengungkapkan</p>	10 menit	Refleksi

	<p>pengalaman setelah dilakukan <i>sharing</i>;</p> <p>Berdoa bersama-sama sebagai menutup pelatihan</p>		
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3. Hasil

- a. Peserta PLPG mempunyai kemampuan dalam menjelaskan kembali secara terurai mengenai penulisan karya tulis ilmiah hasil pemikiran;
- b. Peserta PLPG mempunyai kemampuan dalam menjelaskan kembali secara terurai mengenai penulisan karya tulis ilmiah hasil penelitian;

D. RANGKUMAN

Perbedaan dasar antara artikel hasil pemikiran dan artikel hasil penelitian terletak pada bahan dasar yang kemudian dikembangkan dan dituangkan ke dalam artikel. Bahan dasar artikel hasil pemikiran adalah hasil kajian atau analisis penulis atas suatu masalah. Bagian terpenting dari artikel jenis ini adalah pendirian penulis tentang masalah yang dibahas dan diharapkan memicu wahana baru mengenai masalah tersebut. Artikel hasil penelitian, dilain pihak, dikembangkan dari laporan teknis penelitian dengan tujuan utama untuk memperluas penyebarannya dan secara akumulatif dengan hasil penelitian peneliti-peneliti lain dalam memperkaya khasanah pengetahuan tentang masalah yang diteliti.

Perbedaan isi kedua jenis artikel memerlukan struktur dan sistematika penulisan yang berbeda untuk menjamin kelancaran dan keparipurnaan komunikasi. Walaupun demikian, dipandang tidak perlu dikembangkan aturan-aturan yang terlalu mengikat dan baku, sehingga gaya selingkung masing-masing jurnal dapat

terakomodasikan dengan baik di dalam struktur dan sistematika penulisan yang disepakati.

Satu hal yang harus diupayakan oleh penulis, baik untuk artikel hasil pemikiran ataupun artikel hasil penelitian, adalah tercapainya maksud penulisan artikel tersebut, yaitu komunikasi yang efektif dan efisien tetapi tetap mempunyai daya tarik yang cukup tinggi. Selain itu, kaidah-kaidah komunikasi ilmiah yang lain seperti objektif, jujur, rasional, kritis, *up to date*, dan tidak arogan hendaknya juga diusahakan sekuat tenaga untuk dapat dipenuhi oleh penulis.

F. TES FORMATIF

1. Tes Obyektif

Pilihlah salah satu jawaban yang paling tepat

1. Artikel dapat dikelompokkan menjadi
 - a. artikel laporan dan artikel rujukan
 - b. artikel konseptual dan artikel teoritis
 - c. artikel hasil telaahan dan artikel teoritis
 - d. artikel hasil laporan dan artikel hasil telaahan
2. Dari sudut ide, salah satu dari empat faktor yang harus diperhatikan untuk menghasilkan tulisan ilmiah yang berkualitas tinggi adalah
 - a. kelayakan ide untuk dipublikasikan
 - b. wacana tentang ide yang sedang berkembang
 - c. kesiapan ide untuk didiskusikan
 - d. persamaan persepsi para ahli di bidang yang sama
3. Tulisan analisis konseptual terdiri dari
 - a. judul, abstrak, data, pembahasan, dan referensi
 - b. judul, abstrak, pendahuluan, diskusi, referensi
 - c. judul pendahuluan, diskusi, kesimpulan referensi

- d. judul, pendahuluan, temuan, pembahasan, referensi
4. Dalam suatu artikel konseptual, bagaimana teori/konsep yang ditawarkan dapat berkontribusi dalam peta pengetahuan dimuat pada bagian
 - a. abstrak
 - b. pendahuluan
 - c. diskusi
 - d. referensi
 5. Referensi memuat semua rujukan yang
 - a. pernah dibaca penulis
 - b. perlu dibaca pembaca
 - c. dimuat dalam badan tulisan
 - d. diperlukan dalam pengembangan tulisan
 6. Salah satu dari tiga pertanyaan yang harus dijawab di bagian pendahuluan adalah berikut ini
 - a. apa inti teori/konsep yang dibahas?
 - b. mengapa konsep itu dibahas?
 - c. Apa kesimpulan yang dapat ditarik?
 - d. Apa tindak lanjut yang perlu dilakukan?
 7. Salah satu hal yang harus dihindari pada saat menulis hasil penelitian adalah
 - a. menjelaskan partisipan
 - b. menulis masalah yang sudah pernah dibahas
 - c. memecah satu penelitian menjadi beberapa artikel
 - d. melaporkan korelasi yang dibahas dalam penelitian
 8. Pemilihan penggunaan kata dan kalimat yang tidak provokatif dalam laporan atau artikel merupakan salah satu contoh upaya untuk menjaga kualitas dari aspek
 - a. panjang tulisan
 - b. nada tulisan
 - c. gaya tulisan

- d. bahasa tulisan
- 9. Rekomendasi untuk judul adalah
 - a. 8-10 kata
 - b. 10-12 kata
 - c. 12-15 kata
 - d. 15-30 kata
- 10. Dalam suatu laporan atau artikel hasil penelitian, kontribusi penelitian dapat dilihat di bagian
 - a. pendahuluan
 - b. metode
 - c. hasil
 - d. diskusi

2. Tes Uraian

1. Jelaskan mengapa abstrak merupakan bagian terpenting dalam laporan dan artikel penelitian
2. Sebut dan jelaskan perbedaan karya tulis ilmiah hasil pemikiran dan hasil penelitian!
3. Carilah salah satu artikel hasil penelitian, telaah unsur-unsur yang terdapat pada artikel itu!

BAB IV. KEGIATAN BELAJAR III

PRAKTIK PENULISAN KARYA TULIS ILMIAH

A. KOMPETENSI DAN INDIKATOR

Pada kegiatan belajar kedua telah disajikan bagaimana teknik menulis karya tulis ilmiah yang bersifat hasil pemikiran dan hasil penelitian. Pada kegiatan belajar yang ketiga ini berisi mengenai latihan peserta PLPG dalam menulis karya tulis ilmiah baik yang bersifat hasil pemikiran maupun hasil penelitian. Dengan demikian peserta PLPG diharapkan mempunyai keterampilan dalam menyusun karya tulis ilmiah yang dapat dikirimkan kepada pengelola jurnal penelitian pendidikan (JIP). Pada kesempatan ini akan dicontohkan beberapa petunjuk bagi penulis ilmu pendidikan. Oleh karena itu, indikator kegiatan belajar ketiga ini adalah:

1. mengenal format penulisan enumeratif;
2. mengenal format penulisan esay;
3. membuat karya tulis ilmiah baik yang bersifat hasil pemikiran maupun hasil penelitian.

B. URAIAN MATERI

1. Mengenai Format Tulisan

Semua bagian artikel yang dibicarakan di atas ditulis dalam format esai. Penggunaan format esai dalam penulisan artikel jurnal bertujuan untuk menjaga kelancaran pembacaan dan menjamin keutuhan ide yang ingin disampaikan. Dengan digunakannya format esai diharapkan pembaca memperoleh kesan seolah-olah berkomunikasi langsung, dan secara aktif berdialog dengan penulis. Bandingkan dua format petikan berikut:

Format Enumeratif

Sesuai dengan lingkup penyebaran jurnal yang bersangkutan maka *record* ISSN dilaporkan kepada pihak-pihak berikut:

- (a) International Serials Data System di Paris untuk jurnal internasional
- (b) Regional Center for South East Asia bagi wilayah Asia Tenggara, dan
- (c) PDII-LIPI untuk wilayah Indonesia.

Format Esei

Setiap *record* ISSN dilaporkan kepada internasional *Serial Data System* yang berkedudukan di Paris. Untuk kawasan Asia Tenggara dilaporkan melalui *Regional Center for South East Asia* dan untuk wilayah Indonesia dilaporkan kepada PDII-LIPI.

Di dalam hal-hal tertentu format *enumeratif* boleh digunakan, terutama apabila penggunaan format enumeratif tersebut benar-benar fungsional dan tidak tepat apabila diganti dengan format esei seperti dalam menyatakan urutan dan jadwal. Jika format esai masih dapat digunakan “penandaan” sejumlah elemen dapat dilakukan dengan format esei bernomor, seperti (1)...., (2)...., (3)...., dan seterusnya.

2. Petunjuk bagi Penulis Ilmu Pendidikan

- a. Naskah diketik spasi ganda pada kertas kuarto sepanjang maksimal 20 halaman, dan diserahkan dalam bentuk cetakan (*print out*) komputer sebanyak 2 eksemplar beserta disketnya. Berkas (*file*) pada naskah pada disket dibuat dengan program olah kata *WordStar*, *WordPerfect* atau *MicroSoft Word*.
- b. Artikel yang dimuat meliputi hasil penelitian dan kajian analitis-kritis setara dengan hasil penelitian di bidang filsafat kependidikan, teori kependidikan, dan praktik kependidikan.
- c. Artikel ditulis dalam bahasa Indonesia atau Inggris dengan format

esai, disertai judul (*heading*), masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul bagian. Peringkat judul bagian dinyatakan dengan jenis huruf yang berbeda (semua judul bagian dicetak **tebal** atau **tebal miring**), dan *tidak menggunakan angka/nomor bagian*.

PERINGKAT 1 (HURUF BESAR SEMUA, RATA DENGAN TEPI KIRI)

Peringkat 2 (Huruf Besar Kecil, Rata dengan Tepi Kiri)

Peringkat 3 (Huruf Besar Kecil, Miring, Rata dengan tepi Kiri)

- d. Sistematika artikel setara hasil penelitian: judul; nama penulis (tanpa gelar akademik); abstrak (maksimum 100 kata); kata-kata kunci; pendahuluan (tanpa sub judul) yang berisi latar belakang dan tujuan atau ruang lingkup tulisan; bahasan utama (dibagi ke dalam subjudul-subjudul); penutup atau kesimpulan; daftar rujukan (berisi pustaka yang dirujuk saja).
- e. Sistematika artikel hasil penelitian: judul, nama penulis (tanpa gelar akademik); abstrak (maksimum 100 kata) yang berisi tujuan, metode, dan hasil penelitian; kata-kata kunci; pendahuluan (tanpa sub judul) yang berisi latar belakang, sedikit tinjauan pustaka, dan tujuan penelitian; metode; hasil; pembahasan; kesimpulan dan saran; daftar rujukan (berisi pustaka yang dirujuk saja).
- f. Daftar Rujukan disusun dengan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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- g. Tata cara penyajian kutipan, rujukan, tabel, dan gambar mengikuti ketentuan dalam *Pedoman Penulisan Karya Ilmiah: Skripsi, Tesis, Disertasi, Makalah, Artikel dan Laporan Penelitian* (Universitas Negeri Malang, 200). Artikel berbahasa Indonesia mengikuti aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987). Artikel berbahasa Inggris menggunakan ragam baku.
- h. Pemeriksaan dan penyuntingan cetak-coba dilakukan oleh penyunting dan/atau melibatkan penulis. Artikel yang sudah dalam bentuk cetak-coba tidak dapat ditarik kembali oleh penulis.
- i. Penulis yang artikelnya dimuat wajib memberi kontribusi biaya cetak *minimal sebesar Rp. 200.000,00 (dua ratus ribu rupiah)* perjudul. Sebagai imbalannya, penulis menerima nomor bukti pemuatan sebanyak 2 (dua) eksemplar dan cetak lepas sebanyak 5 (lima) eksemplar yang akan diberikan jika kontribusi biaya cetak telah dibayar lunas.

C. LEMBAR KEGIATAN

1. Alat dan Bahan

- a. Alat tulis;
- b. Laptop
- c. LCD proyektor;
- d. Buku teks tentang teknik menulis karya ilmiah
- e. Kamera digital

2. Langkah Kegiatan

No.	Kegiatan	Waktu	Metode
1.	Persiapan		
	Sebelum pembelajaran dimulai, Fasilitator perlu melakukan persiapan yaitu mempersiapkan semua peralatan dan bahan yang diperlukan dalam pembelajaran	5 menit	Mempersiapkan alat dan bahan
2.	Kegiatan Awal/Pendahuluan		
	2.1 Berdoa bersama untuk mengawali pembelajaran; 2.2 Presensi peserta pelatihan, jika ada yang tidak masuk karena sakit misalnya, maka peserta diajak berdoa kembali agar teman yang sakit dapat segera sembuh dan berkumpul untuk bersekolah kembali; 2.3 Fasilitator menyampaikan tujuan pembelajaran yang akan dikembangkan; 2.4 Selanjutnya fasilitator menyajikan petunjuk bagi penulis ilmu pendidikan	5 menit	Curah pendapat, ceramah pemecahan masalah
3.	Kegiatan Inti		
	Fasilitator memberikan ceramah tentang format penulisan karya tulis ilmiah; Fasilitator memberikan	130 menit	Metode pemberian tugas dan pendampingan

	<p>ceramah tentang salah satu contoh petunjuk bagi penulis ilmu pendidikan ;</p> <p>Fasilitator berdiskusi dengan peserta pelatihan;</p> <p><i>Sharing</i> dalam kelas mengenai karya tulis ilmiah hasil pemikiran konseptual;</p> <p><i>Sharing</i> dalam kelas mengenai karya tulis ilmiah hasil penelitian;</p> <p>Fasilitator memberikan tugas menyusun karya tulis ilmiah baik dalam bentuk pemikiran maupun hasil penelitian.</p>		
4.	Kegiatan Akhir		
	<p>4.1 Fasilitator bersama-sama dengan peserta mengadakan refleksi terhadap proses pembelajaran hari itu, tentang beberapa hal yang perlu mendapat perhatian;</p> <p>4.2 Fasilitator memberi kesempatan peserta untuk mengungkapkan pengalaman setelah dilakukan <i>sharing</i>;</p> <p>4.3 Berdoa bersama-sama sebagai menutup pelatihan</p>	10 menit	Refleksi

3. Hasil

- a. Peserta PLPG mempunyai kemampuan dalam dalam menyusun karya tulis ilmiah dalam bentuk hasil pemikiran;

- b. Peserta PLPG mempunyai kemampuan dalam dalam menyusun karya tulis ilmiah dalam bentuk hasil penelitian.

D. RANGKUMAN

1. Artikel (hasil penelitian) memuat:
 - Judul
 - Nama Penulis
 - Abstrak dalam bahasa Indonesia dan bahasa Inggris
 - Kata-kata kunci
 - Pendahuluan (tanpa sub judul, memuat latar belakang masalah dan sedikit tinjauan pustaka, dan masalah/tujuan penelitian)
 - Metode
 - Hasil
 - Pembahasan
 - Kesimpulan dan Saran
 - Daftar Rujukan (berisi pustaka yang *dirujuk* dalam uraian saja)
2. Artikel (setara hasil penelitian) memuat:
 - Judul
 - Nama Penulis
 - Abstrak dalam bahasa Indonesia dan bahasa Inggris
 - Kata-kata kunci
 - Pendahuluan (tanpa subjudul)
 - Subjudul
 - Subjudul
 - Subjudul

} sesuai dengan kebutuhan

- Penutup (atau Kesimpulan dan Saran)
- Daftar Rujukan (berisi pustaka yang *dirujuk* dalam uraian saja)

E. TES FORMATIF

Peserta PLPG ditugasi menyusun karya tulis ilmiah dengan cara memilih salah satunya yaitu hasil pemikiran konseptual atau hasil penelitian. Tugas ini sifatnya individual. Fasilitator memberikan bimbingan dan pendampingan pada saat peserta PLPG menyusun karya tulis ilmiah. Tugas dapat ditulis menggunakan komputer atau tulis tangan. Ruang bebas, tidak harus terkekang di dalam kelas.

KUNCI JAWABAN TES FORMATIF

Kegiatan Belajar 1

1. b
2. a
3. d
4. c
5. b
6. b
7. a
8. b
9. c
10. a

Kegiatan Belajar 2

1. c
2. a
3. b
4. c
5. c
6. a
7. c
8. b
9. b
10. d

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