



**DEVELOPING ENGLISH MODULE, EVALUATION, AND  
TEACHER'S GUIDE BOOK FOR KEJAR PAKET C  
STUDENTS OF SALAFIYAH PESANTREN  
DARISSULAIMANIYYAH KAMULAN DURENAN  
TRENGGALEK**

**THESIS**



**By:  
ADDIN NATIQOH  
NIM. 3213103001**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE (IAIN)  
TULUNGAGUNG  
2014**

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Presented to

Faculty of Education and Teacher Training of State Islamic Institute Tulungagung  
in partial fulfillment of the requirements for the degree of Sarjana Pendidikan  
Islam in English Education Program



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2014**

## ADVISOR'S APPROVAL SHEET

Thesis with the title “Developing English Module, Evaluation, and Teacher’s Guide Book for Kejar Paket C Students of Salafiyah Pesantren Darissulaimaniyyah kamulan Durenan Trenggalek” that is written by Addin Natiqoh NIM. 3213103001 has been approved by the thesis advisor and for further approval by the Board of Examiners.

Tulungagung, August 5<sup>th</sup> 2014

Approved by

Advisor,

**Muh. Basuni, M. Pd.**  
**NIP. 19780312 200312 1 001**

Acknowledge

Chief of English Education department,

**Arina Shofiya, M. Pd.**  
**NIP. 19770523 200312 2 002**

**THE BROAD OF EXAMINERS' APPROVAL SHEET**

**DEVELOPING ENGLISH MODULE, EVALUATION, AND TEACHER'S  
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PESANTREN DARISSULAIMANIYYAH KAMULAN DURENAN  
TRENGGALEK**

THESIS  
Written by:  
**ADDIN NATIQOH**  
**NIM: 3213103001**

**Has been maintained in front of the board of examiner at July 22<sup>nd</sup> 2014  
and has been approved as the requirement for the degree of Sarjana  
Pendidikan Islam in English Education Program**

**Board Examiners Chair** : **Signature**  
**Dr. Ahmad Zainal Abidin, MA.** .....  
**NIP. 19740213 199903 1 002**

**Main Examiner** :  
**Dr. Susanto, M.Pd.** .....  
**NIP. 19730831 199903 1 002**

**Secretary** :  
**Faizatul Istiqomah, M.Pd.** .....  
**NIP. 19791220 200912 2 001**

**Approved by**  
**Dean Faculty of Education and Teacher Training**  
**IAIN Tulungagung**

**Dr. H. Abd. Aziz, M. Pd. I**  
**NIP. 19720601 200003 1 002**

## **MOTTO**

**"Verily never will God change the condition of a people until they  
change it themselves (with their own souls)"**

**(Qs. Ar-Ra'd: 11)**

## **DEDICATION**

**This thesis is dedicated to:**

**My beloved parents H. Marzuqi and Hj. Annisa, my lovely husband Harir Sugeng, and also my sweet baby Arafa Hariri Syakir Maryam for all their support and pray for me.**



## ABSTRACT

Natiqoh, Addin. Registered Number Student.3213103001. 2014. *Developing Students' English Module, Evaluation, and Teacher's Guide Book for Kejar Paket C of Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren Students*. Thesis. English Education Program. Islamic Institute of Tulungagung. Advisor: Muh. Basuni, M. Pd.

Keyword: developing, authentic material, *kejar paket C*

*Kejar paket C* is one of non formal education of Indonesia which doesn't get any attention enough from the government like a formal education. *Kejar paket C* is the non formal educational for them who don't get any education of senior high school by some reason. The material that is used is also not good enough as the material of senior high school in general. For them, who study in *Kejar paket C*, authentic material is good ammunition to develop the material. It is because, authentic material represent realistic language and more fit for them even for *Salafiyah Pesantren Kejar paket C* students who come to *Pesantren* to study Islamic Salaf holy book not English or Math.

The formulation of the research problems are: 1) What kind of students' English module book is appropriate for *KeJar paket C of Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren Students*? 2) What kind of students' English evaluation book is appropriate for *KeJar paket C of Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren Students*? 3) What kind of teacher's English guide book is appropriate for *KeJar paket C of Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren Students*?

The purpose of this study are to: 1) know the kind of students' English module book that is appropriate for *KeJar paket C of Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren Students*, 2) know the kind of students' English evaluation book that is appropriate for *KeJar paket C of Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren Students*, 3) know the kind of teacher's English guide book that is appropriate for *KeJar paket C of Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren Students*.

Research method: 1) the research is belonging to research and development by following the steps of Addie Model to develop the material, 2) in following the steps of Addie Model, the researcher does need analysis and content analysis of students of X class IPS *Kejar paket C Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren*, 3) the book also try-outed to the students of X class IPS *Kejar paket C Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren*, 4) the data collection involved a test of the try-out as the instrument, 5) the data analysis is using developmental descriptive.

The result of the try out shows that the mean of the students' score of the first try-out is 70.56 and the second try-out is 73.17. Both of the score's mean is in

the good range of the criteria that was set by the teacher. The range that is set by the researcher are: while the means of both of the first and the second test score has the significant correlation and they are in the range of 70%-100%, it means that the book is good/valid, if they are in the range of 56%-69% means enough, if they are in the range of 40%-55% means less, and if they are in the range of >40% means the book is poor. In the other words, the book that is developed can be validated in the form of construct validity by the curriculum developer of his/her area (head master of *Kejar paket C Darissulamaniyyah Kamulan Durenan Trenggalek Salafiyah pesantren*, Bapak Drs. Suyanto, M. Pd. I).

## ABSTRAK

Natiqoh, Addin. Nomor Induk Mahasiswa.3213103001. 2014. *Pengembangan Modul Bahasa Inggris, Evaluasi, dan Buku Pedoman Guru Untuk Siswa Kejar Paket C Pondok Pesantren Salaf Darissulaimaniyyah Kamulan Durenan Trenggalek*. Skripsi. Program Pendidikan Bahasa Inggris. Institut Islam Tulungagung. Pembimbing: Muh. Basuni, M. Pd.

Kata kunci: pengembangan, materi *authentic*, kejar paket C

Kejar paket C adalah salah satu pendidikan *non-formal* di Indonesia yang tidak mendapatkan perhatian cukup dari pemerintah seperti pendidikan formal pada umumnya. Kejar paket C pendidikan *non-formal* untuk mereka yang tidak mendapatkan pendidikan dari sekolah menengah atas karena beberapa alasan. Materi yang digunakan juga tidak cukup baik seperti materi pada sekolah menengah atas pada umumnya. Oleh karena itu, materi *authentic* adalah amunisi yang tepat untuk mengembangkan materi untuk kejar paket C. Alasannya adalah, materi *authentic* biasanya menggunakan bahasa realistik dan lebih sesuai bahkan untuk siswa Kejar Paket C Pondok Pesantren Salaf, dimana mereka datang ke pesantren dengan niat untuk belajar ilmu salaf dan kitab kuning, bukan untuk belajar bahasa Inggris atau bahkan matematika.

Rumusan masalah penelitian adalah: 1) Buku Modul Bahasa Inggris seperti apa yang sesuai untuk siswa Kejar paket C Pondok Pesantren Salaf Darissulaimaniyyah Kamulan Durenan Trenggalek? 2) Buku Evaluasi Bahasa Inggris seperti apa yang sesuai untuk siswa Kejar paket C Pondok Pesantren Salaf Darissulaimaniyyah Kamulan Durenan Trenggalek? 3) Buku pedoman Guru seperti apa yang sesuai untuk siswa Kejar paket C Pondok Pesantren Salaf Darissulaimaniyyah Kamulan Durenan Trenggalek?

Tujuan penelitian adalah untuk: 1) mengetahui buku Modul Bahasa Inggris yang sesuai untuk siswa Kejar paket C Pondok Pesantren Salaf Darissulaimaniyyah Kamulan Durenan Trenggalek, 2) mengetahui buku Evaluasi Bahasa Inggris yang sesuai untuk siswa Kejar paket C Pondok Pesantren Salaf Darissulaimaniyyah Kamulan Durenan Trenggalek, 3) mengetahui buku Pedoman Guru yang sesuai untuk siswa Kejar paket C Pondok Pesantren Salaf Darissulaimaniyyah Kamulan Durenan Trenggalek.

Metode Penelitian: 1) penelitian ini adalah termasuk penelitian *Research and Development* yang menggunakan Model dari Addie sebagai petunjuk dalam mengembangkan materi, 2) dalam mengikuti langkah-langkah dari Addie Model, peneliti melakukan *need analysis* dan *content analysis* pada siswa kelas X IPS Kejar paket C Pondok Pesantren Salaf Darissulaimaniyyah Kamulan Durenan Trenggalek, 3) buku tersebut akan di *try-out* kan kepada siswa kelas X IPS Kejar paket C Pondok Pesantren Salaf Darissulaimaniyyah Kamulan Durenan Trenggalek, 4) instrumen *data collection* pada penelitian ini menggunakan tes yang berupa tes *try-out*, 5) sedangkan metode analisa data menggunakan *developmental descriptive*

Hasil akhir dari *try-out* menunjukkan nilai rata-rata siswa pada *try-out* pertama adalah 70.56, sedangkan nilai rata-rata pada *try-out* kedua adalah 73.17. Kedua hasil tersebut menunjukkan nilai rata-rata siswa berada pada kriteria baik dalam kriteria yang telah ditentukan oleh peneliti sebelumnya. Kriteria yang telah ditentukan peneliti sebelum melakukan penelitian dan pengembangan buku tersebut adalah: jika nilai rata-rata kedua tes berada pada 70%-100% berarti buku/produk yang telah dikembangkan adalah good/valid, jika berada pada 56%-69% berarti cukup, jika berada dalam kriteria 40%-55% berarti sedang, dan jika nilai rata-rata kedua tes kurang dari 40% maka berarti buku tersebut adalah lemah. Dengan kata lain, *try-out* menunjukkan buku yang dikembangkan adalah baik dan bisa di validasi oleh *curriculum developer at the school level*, dalam penelitian ini adalah bapak ketua penyelenggara Kejar paket C Pondok Pesantren Salaf Darissulamaniyyah Kamulan Durenan Trenggalek, Drs. Suyanto, M. Pd. I.

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Tulungagung, August 5, 2014

The writer

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# **CHAPTER I**

## **INTRODUCTION**

The introductory chapter presents eight topics related to the research. Those include background of the research, research questions, objectives of the research, purposes of the research, scope and limitation, significance of the research, and definition of key terms.

### **A. Background of the Research**

Basically, materials used in EFL/ESL classroom are created by four groups of people. These include publishing companies, government agencies, curriculum development teams at the school level, and classroom teachers.

Gebhard (in Iftanti 2013:1), states:

Commercial materials are including EFL/ESL texts, audiotapes with accompanying workbooks, videotape with worksheets for students, and computer programs are usually used in private language school or business. In fact, there are now various commercially made texts and other materials on the market for teaching English skills, vocabulary building, and many more. In addition, publishing companies are producing a full series of texts, from beginner through advanced proficiency levels.

Those global markets commercial materials are often don't work effectively because they don't reflect a certain students' need. They may require adaption. As Porter & Roberts (1981 on ELT Journal 36 (1)) states "Some material of the textbook fail to present appropriate and realistic language models". Aurbach & Burges (1985: 81) in addition "Some textbook

fail to contextualize language activities”. “They may also foster inadequate cultural understanding” (Kramersch, 1987: 119).

A public school in a country with centralized education system such as Indonesia, teachers use instructional materials produced or selected by a government education agency or committee. When some countries establish special committees that either produced their own text or solicit proposals from teachers to produce texts, Indonesian education still has a problem with its centralized instructional materials that are often don't work effective.

However, at certain universities in Indonesia, well established private language schools, and corporations with language programs, teachers find their own teaching with locally designed materials. These ‘in-house’ materials are usually produced by teachers who have some EFL/ESL teaching experience. Sometimes the writers of the materials are also members of a team who are responsible for designing the curriculum for the language program.

One of non formal education of Indonesia is “*KeJar*” (*Kelompok Belajar*). *Kejar* is a non formal education that is facilitated by the government for students who don't study in the regular school. There are three package of *KeJar* in Indonesia : *paket A*, *paket B*, and *paket C*. *Kejar* of *Paket A* is equivalent with elementary school, while *paket B* is equivalent with junior high school, and *paket C* is equivalent with senior high school.

Usually they, students in *KeJar*, don't get any attention from the government like students in the general school. They don't get enough facilities to help them, both teacher and students, in delivering and understanding the

material. They use very simple and confusing book as their source of material, for example. The available book also doesn't give clear explanation of the material and not interesting for the students at all. It is because the book lack of picture and another interesting activities. That's way teaching learning process is not effective.

In this research the researcher focus on *KeJar paket C* of students in *Salafiyah Pesantren*. It is because many students of *Salafiyah Pesantren* come from a very basic education. Usually they just graduated from elementary school. Another important reason why the researcher focusing this research on *Kejar paket* of *Salafiyah Pesantren* students is because they have a mind that they come to *Pesantren* to study Islamic Salaf holy book not English nor Math, so that's why they have no interest to study general education especially English which is very different from Arabic, their daily language of *pesantren*. Moreover, they also don't aware that basic education is very important for them. So, some of them fault in the "*Ujian Kesetaraan*" (a final test for *KeJar* students).

Based on the explanation above, the researcher who has EFL teaching experiences think it is very important to help them student in *kejar* who don't get any attention from the government as same as they who study in general education. The researcher feel interest to create two English books as a supporting book of *KeJar paket C salafiyah pesantren* students based on the topic that they have interest to and one English guide book for the teacher and conduct a developmental study entitled "**Developing Students' English**

**Module, Evaluation, and Teacher's Guide Book for *KeJar Paket C of Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren Students***".

## **B. Research Questions**

Reference to background of the research, it can be identification some questions that are related with:

1. What kind of students' English module book is appropriate for *KeJar paket C of Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren Students*?
2. What kind of students' English evaluation book is appropriate for *KeJar paket C Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren Students*?
3. What kind of teacher's English guide book is appropriate for *KeJar paket C Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren Students*?

## **C. Purposes of the Research**

The purpose of this research is finding out what the students need to develop English book by using authentic material to make an effectiveness teaching learning process of *Kejar paket C Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren* students. Yet, the main purposes of this Research are:

1. To know the kind of students' English module book that is appropriate for *KeJar paket C Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren* Students.
2. To know the kind of students' English evaluation book that is appropriate for *KeJar paket C Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren* Students.
3. To know the kind of teacher's English guide book that is appropriate for *KeJar paket C Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren* Students.

#### **D. Significance of the Research**

The result products of this Research are expected to contribute the development of English book. They are also expected to make the teaching learning process of *KeJar paket C Salafiyah Pesantren* students especially *kejar* in *Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren* more effectively.

Another significants of this Research are hoping the result product of this study can be used for English teacher of *KeJar paket C* in general and helping students to understand the material in interesting way and can reach the learning goal easily.

## **E. Scope and Limitation**

The scope of the Research is developing English module and evaluation book for students, and teacher's guide book of *Kejar paket C Salafiyah Pesantren* which is hoped to make the teaching learning process more effectively.

In the analysis, the product of the research (the book) are try outed to *Kejar paket C* students of *Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek*.

## **F. Definition of Key Terms**

### 1. Module Book

Module book is a book which contain the materials and its explanation for the students.

### 2. Evaluation Book

Evaluation book is a book which contain the exercises and evaluation for the students. The types of exercises and questions of this book are based of the module book.

### 3. Guide Book

Guide book is a book which contain the materials and the evaluations, and also the key answers of that evaluation for guiding the teacher in teaching the material to the students.



#### 4. Kejar Paket C

*Kejar Paket C* is a non formal education of Indonesia as the alternative education from the government for a students who don't get a formal education in senior high school for a many reasons. Before following *ujian kesetaraan*, a final exam of *kejar paket C*, the students of *kejar paket C* should follow teaching learning process of *lembaga penyelenggara kejar paket*.

#### 5. Salafiyah Pesantren

*Salafiyah pesantren* is a traditional *pesantren* that used traditional system education e.g. *wetonan*, *sorogan*, and *lalaran*. In another words, *salafiyah pesantren* is a *pesantren* that gives a classical Islamic education that usually called as *madrasah diniyah*.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. English Teaching Material**

Language instruction has five important components. They are: students, a teacher, materials, teaching methods, and evaluation. The material itself is the field of educational material refers to a subset of book, games, and software publishing industries that is focused on providing resources to a variety of educational market segments. Why are materials important in language instruction? What do materials do in language instruction? Can we teach English without a textbook?

Allwright (in Iftanti 2013:20) argues that:

Materials should teach students learn, that they should be resource books for ideas and activities in instruction/learning, and that they should give teachers rationales for what they do. From Allwright's point of view, textbook are too inflexible to be used directly as instructional materials. O'Neill, in contrast, argues that materials may be suitable for students' need, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons, that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation.

It is true that in many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of learning. Students learn what is presented in the textbook, and the way the textbook presents the

material is the way students learn it. The educational philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom.

Theoretically, experienced teachers can teach English without a textbook. However it is not easy to do it all the time, though they may do it sometimes. Many teachers do not have enough time to make supplementary materials, so they just follow the textbook. Textbooks therefore take on a very important role in language classes, and it is important to select a good textbook.

## **B. The Characteristics of the Materials.**

Littlejohn and Windeat (in Iftanti 2013:21) argue that:

Materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc.

Materials have an underlying instructional philosophy approach, method, and content, including both linguistic and cultural information. That is, choices made in writing textbooks are based on beliefs that the writers have about what language is and how it should be taught. Writers may use a certain approach, for example, the aural-oral approach, and they choose certain activities and select the linguistic and cultural information to be included.

Clarke (in Iftanti 2013:22) argues that: “the communicative methodology is important and that communicative methodology is based on authenticity,

realism, context, and focus on the learner”. However he argues that what constitutes these characteristics is not clearly defined, and that there are many aspects to each. He questions the extent to which these are these reflected in textbooks that are intended to be communicative.

In a study of English textbooks published in Japan in 1985, “the textbook were reviewed and problems were found with both the language and content of many of the textbooks” (Kitao, in Iftanti 2013:22).

### **C. Commercial Material**

Commercial materials, as stated by Gebhard (in Iftanti, 2013) including EFL/ESL texts, audiotapes with accompanying workbooks, videotape with worksheets for students, and computer programs are usually used in private language school or business. In fact, there are now various commercially made texts and other materials on the market for teaching English skills, vocabulary building, and many more. In addition, publishing companies are producing a full series of texts, from beginner through advanced proficiency levels.

There are some advantages and disadvantages associated with the use of commercially made EFL teaching materials. Firstly, using commercial materials save time. Secondly, especially for teachers to teaching, commercial teaching materials can act as a guide that will systemtically take the teachers and students step-by-step through a sries of lesson. Thirdly, accompanying teaching materials provide lesson plans with some useful suggestions and techniques.

However there are some disadvantages. To begin, there is a possible problem of ideological conflict. Each text is usually based on the author's ideas about teaching. For example, some text writers believe that students should memorize words and grammar rules before they practice speaking, writing, or reading. The others think lots of practice in meaningful contexts is significantly more important. Given a prescribed text, the teacher has to accept the beliefs of the authors. Conflict between the teacher's and author's beliefs about teaching and learning (even conflict at an intuitive level, from language learning experience) can have negative consequences on what goes on in the classroom. Another disadvantage, when the teachers blindly follow their assigned texts, they are trivializing the experience for students, and if the teachers accept the role as simply taking students step-by-step through a book, the teacher's role is marginalized to that of little more than the technician, and the level at which teachers are engaged in teaching is reduced to a very specific one. Finally, commercially made textbooks are prepared for a wide audience, one that is culturally diverse and geographically dissimilar. As such, the qualities which give teacher-made and audience specific materials their authenticity and relevance are usually removed. Indeed, the materials do not fit with the teacher's and student's need.

Crawford (in Richard and Renandya, 2002: 66) also discusses the advantages and disadvantages of the use of commercial text book in teaching. Among the principal advantages are as the following:

1. They provide a structure and syllabus of the program: without textbook, a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.
2. They help standardize instruction: the use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.
3. They maintain quality: if a well-developed textbook is used, students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.
4. They provide a variety of learning resources: textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD-ROM, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.
5. They are efficient: they save teacher's time, enabling teachers to devote time to teaching rather than materials production.
6. They can provide effective language models and input: textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.
7. They can train teachers: if teachers have limited teaching experience, a textbook, together with the teacher's manual, can serve as a medium of initial teacher training.

8. They are visually appealing: commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

However, there are also potential negative effects of commercial textbooks, such as the following:

1. They may contain inauthentic language: textbooks sometimes present inauthentic language since texts, dialogues, and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.
2. They may distort content: textbook often present an idealized view of the world or fail to represent real issues. In order to make textbook acceptable in many different contexts, controversial topics are avoided and, instead, an idealized, white, middle-class view of the world is portrayed as the norm.
3. They may not reflect students' needs: since textbook are often written for global markets, they often do not reflect the interest and needs of the students and hence may require adaptation.
4. They can deskill teacher: if teachers use textbooks as the primary source of their teaching, allowing the textbooks and teacher's manual to make the major instructional decision for them. The teacher's role can become reduced to that of a technician whose primary function is to present materials prepared by others.

5. They are expensive: commercial textbooks represent a financial burden for students in many part of the world.

#### **D. Authentic Materials**

It is suggested to a teacher or whoever who develops the material to use authentic materials. Authentic material is defined both oral and written, that created by native speakers of the target language for native speakers of the target language. Items not created or edited expressly for language learners, Nunan (in Richard and Renandya, 2002: 85). This means that most everyday objects in the target language qualify as authentic materials. That's why the researcher thinks that authentic materials are more fit to a teachers' and students need.

In teaching English, teacher encourages the students to bring into classrooms their own samples of authentic language data from real - world and also the teacher should realize about student condition and know the student's ability. By knowing this, it is expected that teacher will be ready to teach their students and get their objective course. Moreover, it is expected that teacher can find the good method in teaching learning process.

Authentic material give something meaningfulness because it is taken from real condition and situation. Teachers of less commonly taught languages have the advantage of generally having more motivated the students who have looked beyond the field of commonly taught languages. Authentic material can make individual more interest in or silent. Teaching commands in common



instruction and can be done straight from a grammar text. Using these authentic materials to teach the same point may help the students remember the grammatical construction better and give them a sense of how to construct and arrange can be used in various context.

There are many reference of authentic materials in the ELT literature. Book and journal contain through explanations of why it should or not should be included in lessons, and how it is to be used or best exploited. But those authors who support the use of authentic materials have in common idea: “exposure”. In other words, the benefit students get from being exposed to the language in authentic materials.

To get beyond the limitations of a text, many EFL/ESL adapt or create authentic materials and media. Yet, what actually are authentic materials? And what types of authentic materials are available to us? Basically, authentic materials include anything that is use as a part of communication.

Another definition of authentic materials is the materials that have been produced to fulfill some social purpose in the language community. Widdowson’s (in Iftanti 2013) differentiation of the terms “authentic” and “genuine” materials have been seminal one in the field. Here are: *Authentic* would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for. For example, a radio news report brought into the class so the students discuss the report of pollution in the city where learners live. In addition Aschbacher (in O’malley and Pierce, 1996: 5), defined “Authenticity means material or task are meaningful,

challenging, and engaging activities that mirror good instruction or other real-world contexts where the student is expected to perform”.

Most of the time, though, this material is used in a *Genuine* way, in other words, not in the way it was intended, but in somewhat artificial way. For example, a news article where the paragraphs are cut up and jumbled so students have to put them back together in the correct order.

### **1. The advantages of using authentic materials**

Using authentic materials in the classroom, even we done in authentic situation, and provided it is appropriately exploited, is significant for many reasons, amongs which are:

- a. Students are exposed to real dscourse, as in videos on interviews with famous people where intermediate students listen for gist.
- b. Authentic materials keep students informed about what is happening in the world, so they have an instrinc educational value. As teachers we are educators working within the school system, so education and general development are part of our responsibilities.
- c. Textbooks often do not include incidental or improper English.
- d. They can produce a sense of achievement, e.g., a brochure on England given to students to plan a 4-day visit.
- e. The same piece of material can be use under different circumtances if the task is different.
- f. Language change is reflected in the materials so that students and teachers can keep abreast of such changes.

- g. Reading texts are ideal to teach/practice mini-skill such as scanning, e.g., students are given a news article and asked to look for specific information (amounts, percentages, etc). The teacher can have students practice some of the micro-skills mentioned by Richards and Renandya (1983), e.g. basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words).
- h. Books, articles, newspapers, and so on contain a wide variety of text types, languages style not easily found in conventional teaching materials.
- i. They can encourage reading for pleasure because they are likely to contain topic of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

## **2. Disadvantages of using authentic materials**

The disadvantages of using authentic materials are:

- a. They are to be culturally biased, so unnecessarily difficult to understand outside the language community.
- b. The vocabulary might not be relevant to the students' immediate needs.
- c. Too many structures are mixed so lower level have a hard time decoding the texts.
- d. Special preparation is necessary which can be time consuming.

- e. With listening: too many different accents.
- f. The materials can become outdated easily, e.g. news.

## **E. The Sources of Authentic Materials**

In today's globalized world, examples abound, but the most commonly used or a source of authentic materials perhaps are: newspapers, TV programs, menus, magazines, the internet, movies songs, brochures, comics, literature (novels, poems, and short stories), and so forth.

### **1. Literature**

The reason for using literature in the class has been stated by Pound: "Great literature is simply language changed with meaning to the utmost possible degree", Ezra Pound, *How to Read*, Part II. (In Iftanti Erna, 2013). Of course, the focus should be on teaching language, not literature. In the other words, the idea should be using literary texts as one kinds among other texts. With that in mind, the texts should aim at meaning and not form, especially literary form or stylistic.

### **2. Computer software**

Software that has been specially designed for English instruction has received some criticism particularly from teachers who back up a humanistic approach to language learning. They state they see no reason why exercises that can e done with a textbook should be carried out with a computer. This idea stems from software such as *Gapkit*, *Grammar mastery II* and others that are really computer-guided drills. Tnis position

is quite understandable. However, together with *Tense Buster*, and others that drills are not all computers have to offer to EFL teaching.

General software can be used in class, be it in genuine or in authentic way. An example is *Where in the world is Carmen Sandiego?* By Broderbond, which gives students opportunities to interact not only with the computer but with other students as well. There are other example of adventre games where learners need to discover clues and unravel mysteries.these games usually involve a good amount of reading an with the use of multimedia they involve a good range of sunds, speakers of different ages and accents, and excellent images. Students can play in pairs or threes and discuss what to do next, so that the interaction that takes place is also a parts of the learning process. Another advantage these games have is that they promote computer literacy, a badly needed skill in the modern world.

### **3. The internet**

With the advent of the world wide web, teachers have at their disposal large amounts of texts, visual stimuli, newspapers, magazines, live radio and TV, video clips and much more. There are endless list of useful materials for the language classroom. Treasure hunts and other information searching activities are probably the most useful. More and more sites have interactives sections. For example: <http://www.bbc.co.uk/communitive> which contains message boards and where students can chat with native speakers

#### **4. Task**

The task, or what students are supposed to do with the given material, is what often makes all the difference. There is material that can be used for beginners, intermediate or advanced students, provided the task that comes with it is suitable. This task should relate to the students's own life as much as possible, as proposed by Clarke (1989).

#### **5. Treasure hunt**

Students get news or magazine article and a sheet of paper with a series of questions so that they look for certain items: dates, events, people involved, etc.

#### **6. Menus**

Students willingly get involved in a role-play where one is waiter/trees and 2-3 students are the customers, provided they have been supplied with necessary function and structures to carry out such task, i.e. sentences such as:

“what would you like?”, “I’ll have...”, “anything else?”, and so on.

#### **7. Travel brochures**

An example of how to use travel brochures is the following:

Students sit in groups of 4-5. They are given travel brochures of interesting places. They are to design a “phoney” brochure of an invented place. In it they include a mixture of characteristic of that place, e.g. spaghetti is typical food, you can visit a theme park, drink, etc.

## **F. The Principles of Developing Material**

In producing material, there are three procedures that may be chosen by the material developer. They are: Modification, Compilation, and Development. Modification is modifying the existing material, like if existing material is not colourful, no game or cooling down. While Compilation is compiling the material from many other materials. It is permitted if there is no existing material and the researcher has a limited time. Development is developing the material by the researcher that is usually using authentic materials. Development happens when there is no existing material and the researcher has a limited time.

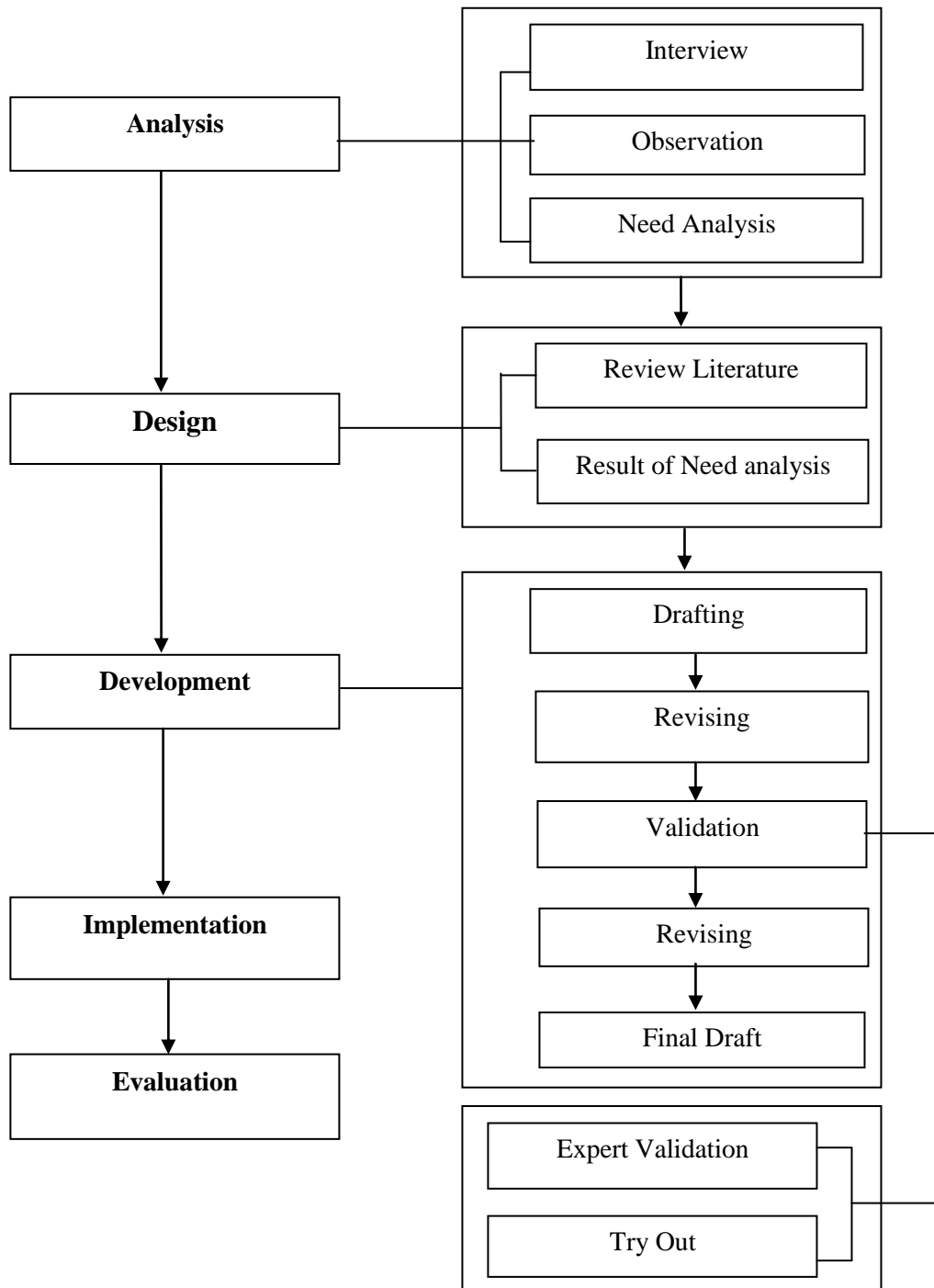
This research is belonging to developmental research and it is used developmental procedure. Developmental procedure is chosen because the researcher has a lot of time to identify the students' need, conduct an observation and interview, analyze content of the existing material, develop the material, try-out the material, and revise that try-outed material.

The developing process is using authentic materials that is the necessity material to develop the material. It is because authentic material is valid, practice and effective for the teachers and students. Grant (in Richard and Renandya, 2002: 85) states "Language is a social practice has been an increased call for the use of authentic materials, rather than the more contrived and artificial language often found in traditional textbook".

In this developmental study, the researcher uses Addie model as the model of research and development. Addie model is the generic process traditionally

used by instructional designers and training developers. 5 big steps of Addie are: analysis, design, development, implementation, and evaluation. The researcher modified the model, as the map:

**Table 2.1 Modified Addie’s Model on EMD**





## **1. Analysis**

The first step of Addie model is analysis. In the analysis phase, instructional problem is clarified, the instructional goal and objectives are established, and the learning environment and learner's existing knowledge and skills are identified. The researcher modified the analysis steps of Addie's model into three parts. That are: Interview, Observation, and Need Analysis.

### **a. Interview**

In interview, the researcher interviews the teacher about the characteristic of the students, the curriculum they use, their weaknesses, and everything about their motivation in learning. The researcher gives the questionnaire to the students about what they need (e. g. the topic that they want to study) as the observation part in need analysis. Just then, the researcher analyse the content of the existing material.

“Interview is a dialogue that is done by the interviewer and the informant to obtain the certain information”, Arikunto (1998: 231). Interview usually used by the researcher to find out the students background. For example, to know about their parents, education, their attitude, etc.

Generally, they are three kinds of interview: guided interview, unguided interview, and the combination of both interview, Arikunto (1998 145). Guided interview/structured interview is the process of

interview where the interviewer have a list of questionnaires. Unguided interview is the process of interview where the interviewer free asks everything to the respondent without any list of questionnaires. While the combination of both kinds of interview is the process of interview where the interviewer only has a list of outline to guide on what he/she want to asks about.

**b. Need analysis**

Another analysis phase is need analysis. Need analysis is the logical starting point for the development of the language program which is responsive to the learner and learning needs (Brindley, 1989: 64). Crawford (in Richard&Renandya, 2002: 80), in addition, states “The language of the material use in develop the book should be realistic and authentic, so they reflects interests and students’ need”. By doing this need analysis the researcher sure that the final product will reflect the interests and needs of the students and doesn’t require an adaptation anymore.

In analyzing what are the students of *kejar paket C Darissulaimaniyah* need, the researcher does an observation. Observation is meant by an activity in focusing our attention of an object. Observation not only seeing but also feeling, in this case people usually said that observation is a direct research.

Observation can be done by doing a test, giving questionnaire, and audio or audio visual documentation. A test is usually does if the

observer wants to observe the psychological aspect. A questionnaire is given to respondent to observe some aspect that researcher wants to know. Meanwhile documentation is doing to record all phenomenon in that is happened the field.

Arikunto (1998: 147) states, there are two kinds of observation:

a. Non systematically observation.

In this kind of observation, the observer doesn't use any instrument to conduct an observation.

b. Systematically observation.

Systematically observation is done by the observer by using an instrument/ observation guide.

In addition, Anderson (in Arikunto, 1998: 147) explained "An observation guide contains of a list of activity that may happen in the field". By this observation guide, the observer only has to give the possibility check on the right column. This kind of observation is also called as sign system.

**c. Content analysis**

The last procedure of analysis phase is content analysis. Content analysis is potentially one of the most important research techniques in the social sciences. Content analysis is a research methodology that examines words or phrases within a wide range of text. Content analysis focuses on analyzing and interpreting recorded material within its own context (Ary, tt: 27).

## **2. Design**

Next step of Addie model is design. Design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. Richard and Renandya (2002: 65) state:

The processes of material design in language teaching usually involve assessing the needs of learners in language program, developing goals and objectives, planning a syllabus, selecting teaching approaches and material, and deciding on assessment procedures and criteria.

So, the design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project goals. Specific means each element of the instructional design plan needs to be executed with attention to details.

## **3. Development**

This is the main steps of Addie's model. This step is divided into five sub steps, they are: drafting, revising, validation (include expert validation and try out), revising, and final draft. Those five sub steps must done in order, because it is impossible if the researcher does a validation before the researcher did drafting.

In drafting, the researcher write down everything that may will be a content of the book. The table bellow shown the example of the activity that may use in the book:

**Table 2.2 Example of the Activity**

**BOX 2.3: SEQUENCING PRACTICE ACTIVITIES**

**Activity 1**

The teacher has written on the board a selection of random numbers, in figures. He or she points to a number; the students call out its name.

**Activity 2**

The teacher has prepared a duplicated list of telephone numbers – the list has at least as many numbers as there are students in the class. On each paper a different number has been marked with a cross; this indicates to the student who gets the paper which is ‘his/her’ number.

A student ‘dials’ a number by calling it out, and the student whose number has been ‘dialled’ answers, repeats the number and identifies him- or herself. Other students can then fill in the name opposite the appropriate number on their lists. The identified student then ‘dials’ someone else, and so on.

**Activity 3**

Pairs of students are allotted numbers from one to twenty, so that any one number is shared by two students. They then mix, and sit in a circle. One student in the centre of the circle calls out a number, and the two students who own that number try to change places. As soon as one of them gets up, the student in the centre tries to sit in the vacated place before it can be filled. If successful, he or she takes over the number of the displaced player who then becomes the caller.

**Activity 4**

The learners write down, as figures, a series of random numbers dictated by the teacher. The answers are then checked.

*2 Practice activities*

From A course in language teaching: Trainee book. Penny UR (Cambridge University Press, 1999: 8)

**4. Implementation**

The next steps of Addie’s model is implementation. In this step, the material developer tries the half-done book in to school, usually many number of schools to examine the effectiveness of the book. This step will waste much of time, even for the expert. The half-done book is tried for a semester or a year. If there are weaknesses shown, the material developer

revises the book, and that pattern will occur again until the material developer find the most appropriate book.

## **5. Evaluation**

Evaluation is the last step of Addie's model. In this step, the researcher evaluates the material that the researcher has done and revises it by feedback from the students.

## **G. Previous Research**

The first is a research conducted by M. Arif (2013) entitled, "*Developing English Instructional Material Using Authentic Materials for First Grade of Senior High School*". The research revealed that developing English material using authentic material is more fit and appropriate for students' need and it doesn't need adaptation anymore. Based on the result, the product shows the appropriateness of the material and students need. The similarity between the previous and the present research is that the researches focus on develop the material using authentic materials. The difference between the two researches is that the previous research develop material for a formal education (first grade of senior high school) and the present research for non formal education (*kejar paket C salafiyah pesantren*).

## **CHAPTER III**

### **RESEARCH AND DEVELOPMENT METHOD**

#### **A. Model of Research and Development**

Based on identification research questions in chapter 1, this research is belonging to developmental research. In this case, the researcher develops three kinds of books that hopes can help teaching learning process of *Kejar paket C Salafiyah pesantren* especially *Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren* more effective.

As represent at the review of related literature of the second chapter of this research, it is suggested to a teacher or whoever who develops the material to use authentic materials. It is because authentic material is the realistic material that will help both students and teachers reach language teaching purposes easily. Richard and Renandya (2002: 85) state “The more realistic the language, the more easily it can cater to the range of proficiency in many classes”. That was the reason why authentic material is chosen for this developmental research.

The researcher develops a product and try out the effectiveness of the product. The product of the result of this study are students’ English book and teacher’s guide book that have an important role in teaching learning process.

The model of this research and development as the principle and the guiding procedure is using Addie Model that have been represent on review of

literature in the second chapter of this research. The step of Addie model is followed by the researcher to develop the product result. Addie model is chosen because the 5 big steps represent dynamic, flexible guideline for building effective training and performance support tools.

## **B. Procedures of Research and Development**

“The processes of material development in language teaching usually involve assessing the needs of learner in language program, selecting teaching approaches and material, and deciding on assessment procedures and criteria” Richard&Renandya (2002: 65). That theory shows that there are the procedures that have to fulfill by the researcher in developing material before the researcher follows to the principle procedure, Addie model. They are:

### **1. Select an appropriate approach**

Firstly, the researcher selects an appropriate approach to make the book as the final product of this research more valid and acceptable. The chosen approach also helps the researcher to develop the book more systematically.

Communicative approach is one of approach that has spread widely and has become fashionable in the second/foreign language area. Bachman (in Fachrurrazy: 2012) states “communicative approach can be described as consisting of both knowledge, or competence, and the capacity for implementing contextualized communicative language use”. Communicative approach as stated by Brown (1994: 77), has become a norm in the field of second language learning. Murphy (1991: 129) also claims that



communicative approach can be applied to all level of students. Another assumption by Littlewood (in Das, 1985), Communicative approach aims to make competence the goal of language teaching, and to develop procedures for the teaching of the four language skill that acknowledge the interdependence of language and communication.

Some theories above make sure of researcher interest to select communicative approach as the procedure to develop the book as the final product of this study. This approach is selected because the researcher thinks that communicative approach is the appropriate approach to develop a meaningful book for *salafiyah pesantren* especially *Darissulaimaniyyah kamulan durenan Trenggalek Pesantren* which the students are coming from *salaf* basic. Students will be more easily understand the book which is content of phenomena of their daily life. Abbs and Freebairn (in Cunningsworth, 1995: 116), highlight “The students need to communicate effectively: students need to know that the language they are going to learn will enable them to communicate their needs, ideas, and opinions”. Motivation comes from knowing that language activities in the classroom are at all times meaningful and aimed at real-life communication. Swan and Walter (in Cunningsworth, 1995: 116) recommend that “Language practice should resemble real-life communication”. Beside that, communicative approach usually developed by using authentic material which is appropriate of this research main grasp to use authentic material. That’s why, the

researcher sure that communicative approach is the appropriate procedure the book of this research.

#### **a. Communicative coursebook design and content**

In designing a communicative coursebook of the final product of this research, the researcher gives communicative aims for all the book lessons and these are expressed as a mixture of communicative activities and language function in terms in the developed book such as the following:

- 1) Giving instructions
- 2) Describing a sequence of actions
- 3) Criticizing
- 4) Expressing of obligation

Cunningsworth (1995: 117) states:

A general coursebook can include interactions that display some features of real-life communication, for example a book of role play can set up realistic in situations in which learners can communicate; material focusing on the written language can set up realistic activities involving reading and writing.

In the structural design of the book of this research, the researcher present activity of come into play and demonstrate the importance of preparing learners for active and dynamic process of participating in the creation lessons.

#### **2. Following the step of the chosen model (Addie's model)**

The next procedure of research and development is following the step of Addie model as a guide to develop the book. In Addie model, each step has

an outcome that feeds into the subsequent step. The procedure of each step will explain briefly below:

**a. Analysis**

In the analysis, the researcher interviews the head master of *Kejar Paket C of Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren Bapak Drs. Suyanto, M. Pd. I,*

**1) Interview**

Interview that is used in this research is free interview/unguided interview. It means that the researcher doesn't already have the answer, so people who interviewed free giving their opinions. In this method, the respondent will not realize that they are in interviewing. So the process of interview will be more relax.

In the first procedure of Addie model, the researcher has interviewed the head master of kejar paket C of Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek, Drs. Suyanto, M. Pd. I. in 21 april 2014. The interview sheet between the researcher and Drs. Suyanto, M. Pd. I. can be seen in Appendix 2.

Base on the interview with Drs. Suyanto, M. Pd.I, the researcher develop books for kejar paket C Darissulaimaniyyah Kamulan Durenan Trenggalek salafiyah pesantren students base on the curriculum of the regular school, because they also use the same curriculum with a regular school. The researcher develops three books to help teaching learning process of X IPS class of kejar paket C Darissulaimaniyyah,

they are: students' module, students' evaluation, and teacher's guide book. The module will only contain of the material, the evaluation contain of the questions related to the material, and teacher's guide is combining both of students' module and evaluation and also the key answer as the teacher's guide to teach. It is because the researcher thinks that the students with the basic of *salaf* will feel scared and confuse of English, so if the book is divided both of module and its evaluation that book will be more easily to comprehend by the students.

## **2) Need analysis**

After doing interview to *Bapak Drs. Suyanto, M. Pd. I* in 21 April 2014 the researcher do an observation in order to know the students' need. The researcher uses systematically observation in the form questionnaires. A questionnaires are given to the student by the aim to get what's actually the students' need, what about their feeling about English and practical operating of available book during teaching learning process. Questionnaires are chosen because that instrument is effective enough to help researcher to get any information from the students. Questionnaires also don't waste much time and economic in the process.

The questionnaires are given to the 34 students of X IPS class *Kejar paket C Darissulaimaniyyah salafiyah pesantren*. Just then, the researcher analyzed the result of the answer, later this description

analysis will help teacher to develop appropriate books for them. The items of the questionnaire are shown in the appendix 3.

### **3) Content analysis**

Next procedure of analysis phase of Addie Model is content analysis. The researcher analyze the content of the existing book of *Kejar Paket C Darissulaimaniyyah Pesantren* Students. The researcher examines the weaknesses of both book physic and content, or may something that need to develop from the book. This content analysis is the procedure to help the researcher develop the more appropriate and interesting book for *kejar paket C Darissulaimaniyah pesantren* students.

The researcher finds some weaknesses of the physic of the book. They are: the existing book is not really colorful and the existing book also lack of picture. The researcher thinks that the students will be more interested if the book is more colorful and the picture will also help them to understand what the meaning of the words in English that may they don't know, so they will enjoy more to study English and the teaching learning process will be more effective.

As the same as the physic, the researcher also finds the weaknesses of the contents of the book. They are: the book lack of warming up and cooling sown activity. The researcher thinks that the teaching learning process will be more effective if there is a warming up activity in every chapter of the book, it can be a very general

questions of the theme of that certain chapter, so the students have the idea about what they are going to learn. The cooling down activity, it can be a game or another fun activity, will also help the students more relax and feel interest to study the next chapter.

Here are the example of warming up and cooling down activities:

**Warming**                      **Answer the following questions.**

**Up**

1. Do you like sport?
2. What sport do you like most?
3. Do you know some kinds of sport?

## Cooling Down

**Fun Time**

**What's the animals' name?**

**(Guessing**

Demonstrate or mime the following name of the animals.

**Game)**

Lion	Elephant	Dog
Fish	Chicken	Horse
Tiger	Snake	Duck
Camel	Cat	Rabbit

### **b. Design**

These are a review literature and result of need analysis as the two parts modification of design phase. In this steps, the researcher reviews the result of interview the teacher, analysis of students' need, and content analysis of existing material. So, the researcher can decide what kinds of

material that may appropriate for *KeJar paket C of Darissulaimaniyah Kamulan Durenan Trenggalek pesantren* students.

The result of the interview shows that the curriculum of *kejar paket C Darissulaimaniyah Kamulan Durenan Trenggalek salafiyah pesantren* is the same as the regular school of junior high school (KTPS), so the researcher designs the book base of the KTSP curriculum. The syllabus and standard competence that has modified by the head master of *kejar paket C Darissulaimaniyah Kamulan Durenan Trenggalek salafiyah pesantren* are also as the reference of the researcher to design the book.

Need analysis and content analysis of existing material also become a guide to design the book. The result of need analysis and content analysis shows that the students want a more colorful with picture as the words clarification book. They also wants the book with an enjoyable activity, with each activity is separated with the other, so the book will not become to make them bored.

### **c. Development**

Development phase is where the researcher creates and assembles the content assets that were created in the design phase. Later the project is reviewed and revised according to any feedback given.

In drafting, the researcher wrote down everything that may be a content of the book. For the content, the researcher used authentic materials that available on internet, brochures, TV program, magazine, etc.

Yet, for the instruction or another activity, the researcher writes down and revises by the researcher herself.

After drafting, the researcher revises the items that need to be improved or omit. The validation and try-out are having correlation with the next sub of this chapter (try-out of the product), and they will explain briefly at that sub of chapter.

#### **d. Implementation**

Next step of Addie model is implementation, yet the researcher omits this step. As represent in the review of literature in the previous chapter this step is for a very expert material developer. While the researcher is the beginner material developer it is quite impossible for the researcher to implement the product to the school. Because implementation is usually for a large numbers of school and it is need extra time and hard work to revise the material for many times. The researcher as the beginner of developing the material will just try the material out into *Kejar paket C of Darissulaimaniyyah Kamulan Durenan Trenggalek salafiyah pesantren* students.

#### **e. Evaluation**

In this last step, the rearcher evaluates the material that the researcher has done and revises it by feedback from the students. The result of the try-out of the product is the result of the evaluation that later the researcher use to revise the product. The try-out and its result will be presented in the next sub of this chapter.



### 3. Evaluating material

After following Addie's model, the last procedure of developing communicative book as the final product of this research, the researcher evaluate the material in terms of their contribution to communicative language teaching. A lesson of role play, for example, they contribute to improve students' ability to communicate. Here the map:

**Table 3.1 Lesson of Roleplay**

<b>Role Play</b>	
You want to go and see a horror film with a friend. Use the guide to act out the conversation with one of your parents.	
<b>You</b>	<b>Parent</b>
Ask permission to see a horror film	Refuse permission
Ask permission to see another film which is on in town	Give permission and ask what time the film starts
Say what time the film starts	Tell him/her to come straight home afterwards and say he/she must be back by ten o'clock
Explain that the film doesn't finish until 10.15	Give or refuse permission as you wish

From discoveris 2, Abbs and Freebairn (Longman, 1986: 125)

### C. Try-out of the Product

Try-out of the product of this study is done to collect data that is used to evaluate the appropriateness of the final product of this research and development study. Try-out of the product of this study consists of design of the try-out, subject of the try-out, types of data, instruments of data collection, technique of data analysis that will described as follows.

## **1. Design of the try-out**

Design of the try-out is the first stage of try-out of the product. In this part the researcher selects the design of try-out by considering who are the subjects of the try-out and whether the try-out will one to one try-out, small group try-out, or field try-out. This design of try-out is needed to complete data useful to revise the product.

In the design of the try-out, firstly the researcher selects the students as the subject of this try-out. In this case, the subject of the try-out is the students who answer the questionnaire in need analysis stage, they are students of *kejar paket C Darissulaimaniyyah Kamulan Durenan Trenggalek salafiyah pesantren*. After having preparing test, the students are invited to have teaching learning by using the book for three meetings (9, 10, and 16 of May 2014). The last is the researcher gives the test to the students by the permission and help from the teacher. Later, the result of the test is used to evaluate the product and describes the validity of the book.

## **2. Subject of the try-out**

The subject of this study is a small group try-out, it is X class of kejar paket C Darissulaimaniyyah Kamulan Durenan Trenggalek students, which consist of 34 students. They who are the users of the product produced of this study are the students with the basic of salafiyah peantren which are not really aware of English. Testing is done to know whether the book that has been developed by the researcher is effective enough or not.

### **3. Types of data**

Data collected after being try-out should tell about any information related to the effectiveness of the product. Types of data that will try-out should be related to the design and subject selection of the try-out. Types of data of this developmental research are numerical and descriptive data. The numerical data is the students' score of the try-out, whether the descriptive data is the researcher's description of the result of the try-out. Later, the researcher invites an expert, classroom teacher who is responsible people to develop the material, to validate the final product.

### **4. Instrument of data collection**

The instrument of data collection meant by the instrument that the researcher uses to collect data. In this research the researcher use the test as the instrument of data try-out. The instrument is developed by the researcher herself. While the procedure to develop this instrument is the same as the procedure of develop the book, because actually the test is shows the book evaluation.

### **5. Technique of data analysis**

Techniques of data analysis represent explanation of techniques and procedure of analyzing the data and the researcher reason of using that technique. The technique of this research is developmental descriptive. Arikunto (1998: 247) states "Developmental descriptive is usually uses to find out a model or a prototype of all things that the researcher wants to develop".

In this research, the students' score as the result of the try-out will be analyzed by a percentage with a descriptive qualitative technique. The numerical (quantitative data) will be transformed by the researcher in to a certain percentage and then the researcher will describe the result as the descriptive data (qualitative data).

## **CHAPTER IV**

### **RESULTS**

This chapter presents presentation of data of the try-out, data analysis, and revision of the product.

#### **A. Presentation of Data**

The presentation of data covers teaching objectives, the match of the material of the product with teaching objectives, and the analysis of the result of try-out.

##### **1. Teaching objectives**

Teaching objectives guide teaching learning process to be more systematically. It also covers the appropriateness of the material with students' competence. While standard competence and basic competence of the book as the final product of this research can be seen in appendix 6, the teaching objectives of the books are the students are able to:

- a. Responding meaning in a short spoken text monolog of descriptive text
- b. To give command and prohibition
- c. To find an information in a descriptive text
- d. Responding meaning in a short spoken text monolog of narrative text
- e. To express like and dislike
- f. To find an information in a narrative text

- g. Responding meaning in a short spoken text monolog of news items.
- h. To express of giving and receiving thing.
- i. To find an information of news items

## **2. The match of the material of the book with course objectives**

As the explanation on the previous chapter, the three books of the final product actually have the same teaching objectives. Because they actually only a book that is divided into three form. The material of the three books is actually the same. The main product is the students' module, while evaluation book is the exercise of the module book; the tests and the questions of evaluation book are based on the material on the module book; the last teacher's guide book is the combination both of the students' module and evaluation book. Teacher's guide book also consists of the key answer of the test of the book as the material guide to the teacher to make them easier in delivering the material to the students.

The match of the material of the book with teaching objective is important because teaching objective control the material more systematic and appropriate with the degree of the target students the book for. The brief explanation and example of the match of each book with teaching objectives are shown in the following explanation.

### **a. Students' module book**

The following are some of the material Students module book that is match with teaching objectives:

**Activity 3** Fill in the following chart the meaning of the words that you

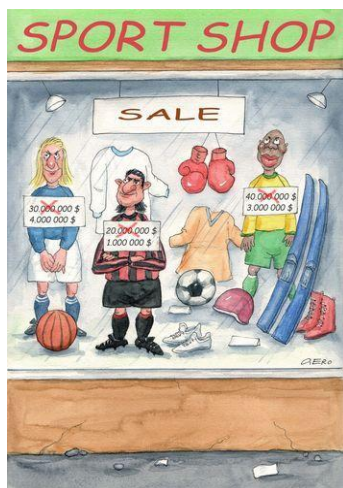
find from the passage. Number one has done for you.

Word	Meaning
1) Genre	1) Jenis
2) Popular music	2) .....
3) Common	3) .....
4) Develop	4) .....
5) Synonymous	5) .....
6) Earliest	6) .....
7) Lead instrument	7) .....
8) Electric	8) .....
9) Spawn	9) .....
10) Characteristic	10) .....

That activity asks students to find the meaning of the certain words from descriptive passage. The activity in a module book above shows that the material of the book is match with teaching objectives, students are able to respond meaning in a short spoken text monolog of descriptive text.

Another activity of module book that is match with one of teaching objective is shown below:

### Activity 2



**Read the dialogue carefully!**

Mr. John: **Help me please!**. I need one tennis racket, five tennis ball, one badminton racket, and **don't forget!** ten shuttlecocks.

Shop Keeper : A moment, Sir. Let me take them.

Mr. John: Yes Please.

Shop Keeper : **Come in Sir!** Here they are.

Mr. John: **Be honest!** This one is a bad quality racket. **Change it!**

Shop Keeper: Sorry Sir. Here you are.

“Help me please!” is an expression of giving a command, while “don’t forget!” is one of expression of giving prohibition, so the material of the module book match with students are able to give command and prohibition (one of teaching objective).

**Check the Expression**      **The following are some example of sentences to express likes.**

- 1) I like a cat.
- 2) I enjoy the film.
- 3) I’m very keen on fried chicken.
- 4) That’s my favorite song.

**The following are some example of sentences to express dislike.**

- 1) I don’t like a cat.
- 2) I don’t care of that film.
- 3) I’m not very kind on fried chicken.
- 4) I can’t eat this candy.

Expressions above, I like cat and I don’t like a cat, is an expression of like and dislike, it’s mean that the material in the module book above match with another teaching objective, that is students are able to express like and dislike.



**b. Students' evaluation book**

1. The monkey wants to cross.....
  - a. A sea
  - b. A jungle
  - c. A river
  - d. A market
  - e. A road
2. The monkey asked.....to take him across the other side of the river.
  - a. A tiger
  - b. A crocodile
  - c. A fish
  - d. A dolphin
  - a. A lion

The questions above are some material of students' evaluation book. The questions ask students to read a passage about a narrative text entitled "Monkey and dull Crocodile" and then find information about that narrative passage. It's mean that the material of the evaluation book that have been develop by the researcher is match with one of teaching objectives state in previous part of this chapter. The certain teaching objective is students are able to find information in a narrative text.

One other material that is match with students are able o find information of news items is the question of comprehending news text of the evaluation book as shown below:

Komodo, or (16)..... called Komodo dragons (*Varanus komodoensis*). Komodo (17)..... the world's largest lizard species that (18)..... on the island of Komodo, Rinca, Flores, GiliMotang, and GiliDasami in Nusa Tenggara.

### c. Teacher's guide book

#### Activity 2



#### Read this dialogue carefully!

Fauzi : Hi, Fauzan. Would you be kind enough to receive this music festival ticket, please?

Fauzan : what is this for?

Fauzi : I just want to tell you that I really appreciate what you have done for me and want to invite you to go to the music festival in the town this night.

Fauzan : I'm very glad of this.

The activity above is one of activity of teacher's guide book. "Would you be kind enough to receive this music festival ticket, please?" is the expression of giving a thing. It shows that the material of teacher's guide book is match with teaching objective, that is students are able to express giving and receiving thing.

The other activity of teacher's guide book that is match with teaching objective is:

#### Activity 3 After Read the Previous Text and Check Your Comprehension of the Text by Write (T) if the Statement is True and (F) If the Statement Is False.

1. Abu Hurairah(أبو هريرة), also known as `Abd al-Rahman ibn Sakhr Al-Azdi (عبدالرحمن بن صخر الأزدي).
2. Abu Hurairah was born in Daha, Qatar.
3. He loved to caress and play with the kitten.
4. He accompanies Prophet Muhammad to his expeditions and journeys with the kitten.
5. "Abu Hurairah" means the "mother of Cat".

The activity shows that the material of teacher's guide book is match with students are able to respond meaning in a short spoken text monolog of news items.

### 3. The analysis of the result of the try-out

The analysis of the result of the try-out is the analysis of the first and the second's score of the test of the try-out. The list of the students' score in detail can be seen in appendix. The results of the score are summarized below.

**Table 4.1 the summary of the first test**

N	Mean	Highest	Lowest
36	70.56	86	46

From the data above, it can be concluded that the subject of the first test was 36 students. The mean score of the first test was 70.56. The highest score was 86, and the lowest score was 46.

**Table 4.2 the summary of the second test**

N	Mean	Highest	Lowest
36	73.17	88	50

From the data above, it can be concluded that the subject of the first test was 36 students. The mean score of the second test was 73.17. The highest score was 88, and the lowest score was 50.

## **B. Data Analysis**

Data analysis is the analyzing process of the presentation of data. In this analysis the researcher uses descriptive developmental technique. The percentage criteria of the score that was set by the researcher are: 70%-100% means good/valid, 56%-69% means enough, 40%-55% means less, >40% means poor.

Base on the data, the researcher compares both of the mean scores' tests with the criteria that were set by the researcher before. The mean of the first test is 70.56., and the mean of the second test is 73.17.

While both of means of the test are in the range of 70%-100%, it can be concluded that both of the tests shows that the product is good. Both of the tests have significant correlation. It means that the product is effective to the students of *kejar paket C Pon Pes Darissulaimaniyah Kamulan Durenan Trenggalek* and it can be construct validated by the headmaster of *kejar paket C Pon Pes Darissulaimaniyah Kamulan Durenan Trenggalek*.

## **C. Revision of the Product**

The revision of the product is the presentation of three final product of the study that have been try outed to the students of *kejar paket C Pon Pes Darissulaimaniyah Kamulan Durenan Trenggalek* and they have been validated by the headmaster of *kejar paket C Pon Pes Darissulaimaniyah Kamulan Durenan Trenggalek Bapak Drs. Suyanto, M. Pd. I* (the validation sheet can be seen in appendix).

The three final products are: Students' module book entitled "**Passport to Aboard: A Fun and Easy English Book for Grade x KeJar Paket C Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek**", Students' evaluation book entitled "**GREAT: Get English in Your Heart for Grade X Kejar Paket C Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek**" and teacher's guide book entitled "**Passport to Aboard: A Fun and Easy English Book for Grade x KeJar Paket C Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek (Teacher's Guide Book)**" that can be seen in appendix.

The revision is base on the students' need and the appropriateness of the product for the students. Here the try-out seen that fun activities like game and listen to song makes the students feel enjoy and easy to comprehend the material. The systematically presentation of the difference of existing material and the revised product as follow:

### **1. Language**

In the form of language, the existing material using too complex and general language, that's why the students not interests to study English. The existing material also consists of many difficult vocabularies that make students feel hard to study. Vice versa, the revised product using simple and easy language that makes students feel enjoy to study English. In the last of the unit, the revised product present "*Compact dictionary*" to help the students to find the meaning of difficulties words of the certain unit.

Here the example of reading text activity of the existing material and the revised product:

**a. Existing material**

**Students Sports**

For many students, sports are major part of school life and it is important to make sure that these young athletes are prepared. Millions of American's youth participate a school sport annually.

Schools are the best place to learn about sport and good sportsmanship. By joining a sport team, students learn the importance of good sportsmanship, leadership, discipline, and determination. They also enjoy to the fullest, the spirit of competition, school spirit, and positive team unity.

Students who participate in sports also learn to balance their busy schedules. They learn to divide their time so that schoolwork get completed and they have time for practice and games.

Instruction in exercise, nutrition, and fitness are also include to help students learn the importance and benefit of fitness, body and health.

Children and young adults involved in sports learn health practices that they carry through their entire lives.

**b. Revised product**

**Read the Following Text Carefully!**

**Soccer**



Soccer or football is a team sport played between two teams of eleven players using a special ball. Soccer is the most popular game in the world. It is played on a wide rectangular field with a goal on each end of the field. The object of the game is to score by putting the ball into the adversary goal. The goal is kept by a goal keeper who is allowed, at the exception of the other players, to use his hands in the game. The winners are those who score the most goals. If the soccer match ends in a draw, the two teams may be redirected to play extra time or penalty shootouts.

The way soccer is played now was first codified in England. Nowadays, it is governed by the FIFA “Federation Internationale de Football Association” (International Federation of Association Football). The game is played now all over the world and competitions are organized nationally, continentally and internationally. The most prestigious of football competitions is the **World Cup**, which is held every four years.

### Compact Dictionary

<b>Sport</b> : Olah raga	<b>Honest</b> : Jujur
<b>Football</b> : Sepak Bola	<b>Chair</b> : Kursi
<b>Swimming</b> : Berenang	<b>Boxing</b> : Tinju
<b>Cycling</b> : Bersepeda	<b>Game</b> : Permainan
<b>Command</b> : Perintah	<b>Play</b> : Bermain
<b>Wide rectangular field</b> : Lapangan yang luas	<b>The winners</b> : Pemenang
<b>Prohibition</b> : larangan	<b>Competition</b> : kompetisi
<b>Adjective</b> : Kata sifat	<b>World cup</b> : Piala dunia
<b>Time</b> : Waktu	<b>After</b> : Setelah
	<b>During</b> : Selama

## 2. Lay-out

The lay-out of the existing material is too boring. It is less colorful and it doesn't have many pictures. Vice versa, the revised product is full of color and has many numbers of pictures to help students comprehend the material, even if the

students don't really know the meaning of the words they are aware of the meaning of the pictures.

### 3. Activity

The revised product has a fun and more enjoyable activity than the existing material. It consists of many interesting activities that make students more enjoy the teaching learning process. The revised product covers activities that do not exist on the existing material. They are: warming up activity, main activity, cooling down (fun time), grammar summary, and compact dictionary.

## D. Cooling Down

### Fun Time (Guessing Game)

### What's the animals' name?

Demonstrate or mime the following names of the animals.

Lion	Elephant	Dog
Fish	Chicken	Horse
Tiger	Snake	Duck
Camel	Cat	Rabbit

### 4. Exercise

The exercises of both existing material and the revised product are based on its material that matches with the curriculum and basic competence and standard competence from the government. The only difference is the revised product divides the material and its exercise into different books. Its aim is to



reduce the confusing of the students in learning the material. It also reduce the boringness of the students to study the material.

## **CHAPTER V**

### **DISCUSSION AND SUGGESTION**

This chapter focuses on the discussion between the final product and the theory presented in the previous chapter, and suggestion of implementing of the final product.

#### **A. Discussion of the Revised Product**

Based on the result of research and development, including data analysis of the score of the students' first test and second test, it was found that the means of both of the test are in the range of 70%-100% (the criteria of the range was set by the researcher before the researcher start to develop the material). By that range, it can be seen that the book as the final product of this research and development study is good. Then the researcher answers research questions, that are, the kind of the students' module, students' evaluation, and teacher's guide book. In other word, the revision book as the final product of this research and development study to help teaching learning process of *Kejar Paket C Darissulaimaniyah Kamulan Durenan Trenggalek Salafiyah Pesantren Students* is effective.

According to Clarke (in Iftanti 2013:22) argues that: "the communicative methodology is important and that communicative methodology is based on authenticity, realism, context, and focus on the learner". As the researcher did that she developed the book by using communicative approach. Thus, the

approach used by the researcher to develop the material as the same as the theory proposed above, that communicative approach more effective because communicative approach represent realism and contextual of the students' life.

The final product of this research and development also proves and supports the theory by Nunan: It is suggested to a teacher or whoever who develops the material to use authentic materials. Authentic material is defined both oral and written, that created by native speakers of the target language for native speakers of the target language. Items not created or edited expressly for language learners (Nunan in Richard and Renandya, 2002: 85). This means that most everyday objects in the target language qualify as authentic materials. Communicative approach that is used by the researcher in developing the material of this research of development study is also using authentic material. Thus, the use of authentic materials is more fit to a teachers' and students need.

As stated by Aschbacher (in O'malley and Pierce, 1996: 5), "Authenticity means material or task are meaningful, challenging, and engaging activities that mirror good instruction or other real-world contexts where the student is expected to perform". Clearly, presenting a real-word context of a students' life is appropriate way to help teaching learning process more effective. The result product of this research support those theory proposed above, that is, authentic materials by using a real-word context. As done by the researcher to develop a book for *Kejar Paket C Salafiyah Pesantren students of Pon Pes Darissulaimaniyah kamulan Durenan renggalek* through using authentic materials is really helpful. Authentic material is easy to see and apply. In this

case, the theory from Aschbacher plays an important role to be the basic foundation to support the researcher's material or activity written in the book.

The researcher also agrees on what Richard and Renandya argues that the more realistic the language, the more easily it can cater to the range of proficiency in many classes (Richard and Renandya, 2002: 85). As it was done by the researcher when the researcher uses authentic materials as the central ammunition of the result product of this research and developmental study, by using realistic language the students will be easier to understand the material because the activity will be more fun.

The strength of the final product is more effective to help teaching learning process of Kejar Paket C Darissulaimaniyyah Kamulan Durenan trenggalek Salafiyah Pesantren than the available material. Because it is base on the students' need as Crawford states "The language of the material use in develop the book should be realistic and authentic, so they reflects interests and students' need" (Crawford in Richard&Renandya, 2002: 80). By doing need analysis before develop the material, the researcher sure that the final product of this research reflect the students' interests and need, so it doesn't require any adaptation anymore.

While the weaknesses of the product are the product need any implementation before it going to revise and validate. As we know, even the expert of the material developer needs many times while they develop the material. It may not enough for just a year, while they implement the material for a semester and they got any weaknesses they will improve it and implement

it again, and that happen continuously. Vice versa, the researcher doesn't have any time, even the product of this research is not be implemented but only try-outed to one Salafiyah Pesantren, that is Darissulaimaniyah Kamulan Durenan Trenggalek Pesantren. So the product is must not perfect. Especially, while the product is implement to Kejar Paket C Salafiyah Pesantren in general.

Another possibility problem of implementing the product is the students will get many difficulties in listening section. It is because they come from Salaf basic, so listening text, dialog, or any other listening material from native, that is usually present in authentic materials, will be hard to them. Yet, that problem may solve by many treatment of listening section. It can be listening section from a very basic form. They may firstly listen from their teacher that read it for them, and then a very simple dialog from native that listen rarely, just then an enjoying native song to listen, and finally they will comprehend native speaker listening section.

## **B. Suggestion of Implementing the Product**

The researcher proposes the suggestion for teacher and students who will use the product. Teacher and students may apply this product to make the teaching learning process more effective as long as the product is appropriate with students' need, situation, and characteristic of the leaning. It is because this product is developed only base on the need, situation, and characteristic of students' of Kejar Paket C Darissulaimaniyah kamulan Durenan trenggalek

Salafiyah Pesantren students, not base on students' need, situation, and characteristic of Kejar Paket C Salafiyah Pesantren in general.

In addition, the module and evaluation book can be taught in the same time, because the question and the lesson of the evaluation book are based on the material of the module book. So the evaluation book will effectively help the students to comprehend the material of the module book.

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**APPENDICES**

**Appendix 1**

**Revision of the Product**

**Students' English**

**Module Book**

**"Passport to Aboard"**

**A Fun and Easy English Book**

**for Grade x KeJar Paket C**

**Pon Pes Darissulaimaniyyah Kamulan Durenan**

**Trenggalek**



**Second Semester**

# **Passport to Aboard**

**A Fun and Easy English Book**

**for Grade x KeJar Paket C**

**Pon Pes Darissulaimaniyyah Kamulan Durenan**

**Trenggalek**



**Second Semester**

# **Passport to Aboard**

**A Fun and Easy English Book**

**for Grade x KeJar Paket C**

**Pon Pes Darissulaimaniyah Kamulan Durenan**

**Trenggalek**

## Preface

In the Name of Allah the Most Beneficent and the Most Merciful,

*Passport to Aboard: A Fun and Easy English Book for Grade X KeJar Paket C of Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek* is the second level in the series. It is designed as the guiding materials for *santri* of *KeJar Paket C Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek*. It is arranged based on the national curriculum of basic education of Indonesia by the purpose the graduated of *KeJar Paket C Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek* has an equal competence and quality with senior high school graduate.

Each unit of this book always starts with warming up activities to introduce the topic for the students. Then it is followed by the activities develop the oral skills before doing the activities to enrich the skill in written. Grammar content is introduced as required to construct a text being discussed in each unit. It is discussed and learned based from the topic of the unit. Some recommended cooling down activities also presented in all units, so students can learn with a fun.

*Passport to Aboard: A Fun and Easy English Book for Grade X KeJar Paket C of Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek* is extremely hope to fulfill the means to develop quality of *Wajar* program of *Salafiyah Pesantren*, especially *Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek*. Yet, it is still far from being perfect, any criticism or suggestion will be highly appreciated.

Trenggalek, April 2014

The Author

## Book

### Guidelines

This book is intended to give more about English materials. These are some features to use the book

- **Standard of Competence, Basic Competence, and Course Objectives** are the standard materials as the guide line of writing textbook. Students will find them early on every unit so students will know what materials they are going to learn.
- **Concept map** draws materials in a unit globally. It is designed in the table form so students can easily see how the materials are spelt out.
- **Warming up** opens unit with a pre-activity before students learn the main materials. It some kinds of affective activity which stimulate students to have freedom in discussing the questions.
- **Activity** demands the students to reach the level of competence needed. It is designed integrated with the material so students get more and more from the various activities presented.
- **Listening Practice** invites the students to practice with listening materials. Each practice is equipped with the tape script that makes teacher easy to direct this session.
- **Check the Expression** contains the expressions used in the related materials. Students will have many alternatives of expressions in doing daily conversation.
- **Grammar Check** assists students in learning English grammar. However, it is design to support the material contents of every unit. Therefore, students will not find difficulties in comprehending the material.
- **Grammar Practice** makes sure that students understand the grammar presented. It is practice for students to master the grammar.
- **Fun Time** means enjoying moment. Students can relax while doing the activities, because it is formed to give more knowledge in enjoyable way.
- **Grammar Summary** summarizes the material in grammar check so the students can review the material about the grammar easily.
- **Compact Dictionary** gives references to the difficult words. It demands students to be more creative in grasping the meaning of the words.

# Teaching Program Analysis

Subject : English

Grade : X of Kejar Paket C Pon Pes Darissulaimaniyyah

## Semester 2

Units	Submits	Time Allocation
Unit 1	Listen and Talk	5 x 40 minutes
Follow Me To a Sport Corner!	Read and Write	5 x 40 minutes
	Grammar Check	2 x 40 minutes
Unit 2	Listen and Talk	5 x 40 minutes
I Don't Really Like that Animal	Read and Write	5 x 40 minutes
	Grammar Check	2 x 40 minutes
Unit 3	Listen and Talk	5 x 40 minutes
This Is Your Guitar	Read and Write	5 x 40 minutes
	Grammar Check	2 x 40 minutes

## Notes

Semester 2 : 18 weeks

1 week : 1 meetings

1 meeting : 2x40 minutes

- The analysis is only an alternative for teacher's guide.
- The implementation of the analysis is flexible based on the school conditions.

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# Unit 1

## Follow Me to a Sport Corner! ( Ar- Riyadhoh)

### Standard of Competence

- Understanding meaning a transactional and interpersonal daily life dialogue
- Understanding a short functional text in the form of narrative, descriptive, and news item.

### Basic Competence

- Responding meaning of a transactional (to get things done) and interpersonal daily life dialogue.
- Responding meaning in a short spoken text monolog of descriptive text

Welcome to the second semester of the first grade of *paket C*. in the first unit, you will study command and prohibition. Then, you also study noun modification and preposition of time in grammar focus. In the last chapter, there is compact dictionary to help you understanding the difficult word.

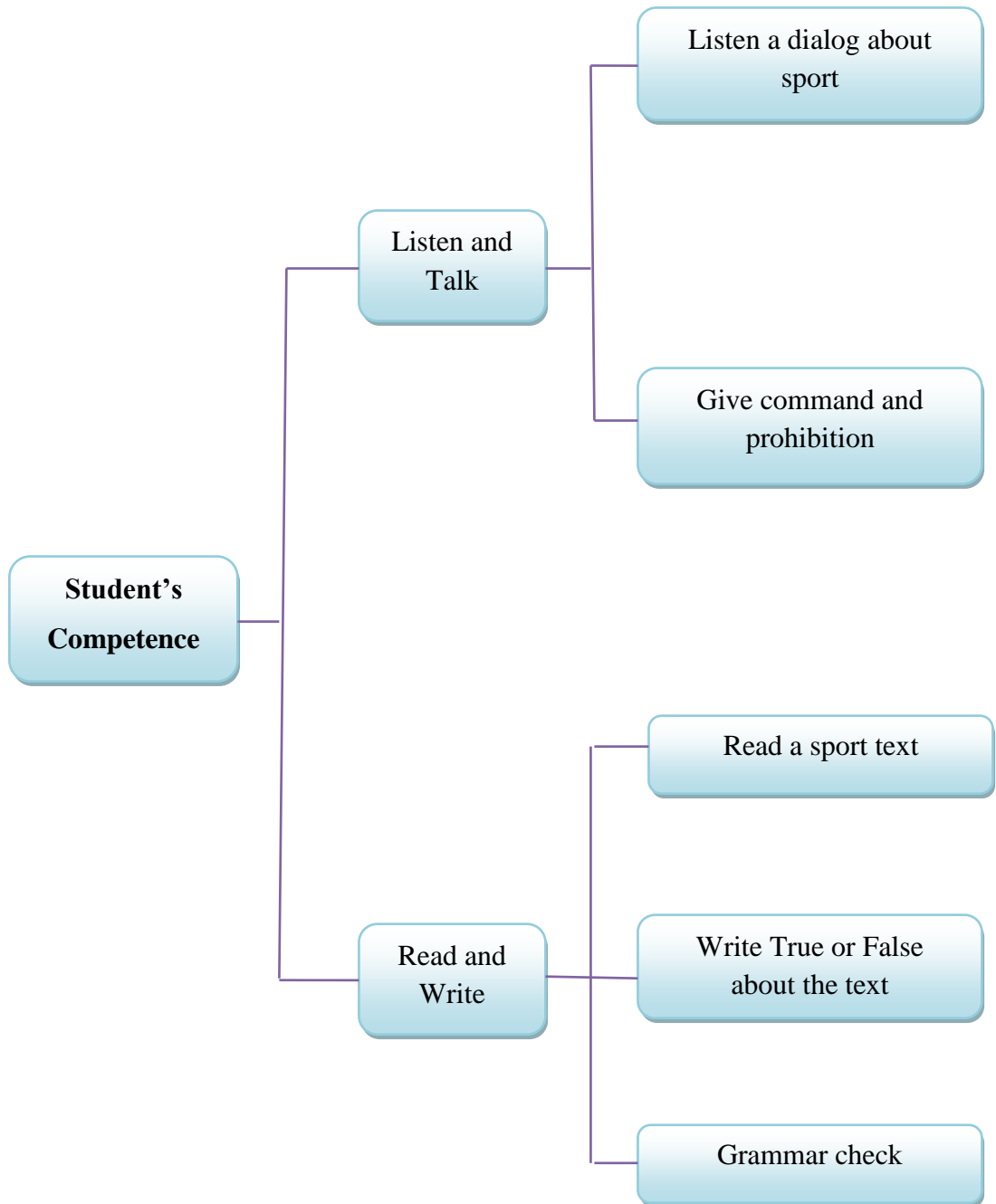
### Course Objective

After learning this unit, the students are able:

- To give command and prohibition
- To find an information in a descriptive text



## Concept Map



## Warming Up

Answer the following questions.

4. Do you like sport?
5. What sport do you like most?
6. Do you know some kinds of sport?

Do you know all the name of sport bellow? How do you call them?

1)



2)



3)



4)



5)



6)



## A. Listen and Talk

**Listening** Listen to your teacher and repeat after him/her!

### Practice 1

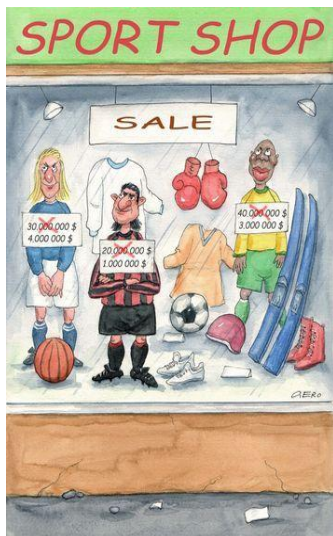
Muhammad : How are you?  
Ali : I'm fine, you look well Muhammad.  
Muhammad : Yes, I play a lot of sport.  
Ali : What sport do you play?  
Muhammad : On Mondays and Wednesday I play foot ball, on Tuesday I go swimming and cicing.  
Ali : Oh that's sounds good, I like foot ball.

**Activity 1** Now practice with your friend the dialogue.

## Command and Prohibition.

When we want ask or get something by other, we express a command. While we want to warn other not to do something, we express a prohibition.

### Activity 2



**Read the dialogue carefully!**

Mr. John: **Help me please!** I need one tennis racket, five tennis ball, one badminton racket, and **don't forget!** ten shuttlecocks.

Shop Keeper : A moment, Sir. Let me take them.

Mr. John: Yes Please.

Shop Keeper : **Come in Sir!** Here they are.

Mr. John: **Be honest!** This one is a bad quality racket. **Change it!**

Shop Keeper: Sorry Sir. Here you are.

**Check the  
Expression**

**The following are some expression of giving a command.**

Stand up!	Be careful!
Sit down!	Be diligent!
Tell me!	Be on time!
Come in!	Be patient!
Talk to me!	Be silent!
Get out, please!	Be honest, please!
Speak slowly, please!	Be patient, please!

**The following are the expression of giving a prohibition**

Don't do it!	Don't be lazy!
Don't enter the room!	Don't be late!
Don't follow me!	Don't be angry!
Don't forget!	Don't be noisy!
Don't move, please!	Don't be stingy!
Please don't disturb me!	Don't be confused!

## B. Read and Write

**Activity**     **Read the Following Text Carefully!**

**3**

**Soccer**



Soccer or football is a team sport played between two teams of eleven players using a special ball. Soccer is the most popular game in the world. It is played on a wide rectangular field with a goal on each and end of the field. The object of the game is to score by putting the ball into the adversary goal. The goal is kept by a goal keeper who is allowed, at the exception of the other players, to use his hands in the game. The winners are those who score the most goals. If the soccer match ends in a draw, the two teams may be redirected to play extra time or penalty shootouts.

The way soccer is played now was first codified in England. Nowadays, it is governed by the FIFA “Federation Internationale de Football association” (International Federation of Association Football). The game is played now all over the world and competitions are organized nationally, continentally and internationally. The most prestigious of football competitions is the **World Cup**, which is held every four years.

**Activity 4**    **After Read the Previous Text and Check Your Comprehension of the Text by Write (T) if the Statement is True and (F) If the Statement Is False.**

1. Soccer is another word of football.
2. Each team includes 22 players.
3. Soccer is one of popular game in the world.
4. The winners are those who collect the less goals.
5. The world cup competition takes place annually.

## C. Grammar Check

### Noun Modification

Some noun are gradable, they can use with degree modifiers. The modifiers can be noun or adjective. See the example bellow:

1. It is an **officer chair**
2. It is a **sport magazine**
3. I have a **soup spoon**
4. Ring the **door bell**
5. It is a **picnic table**
6. he rides a **mountain bike**
7. She is a **great nurse**
8. I have a **beautiful dress**
9. Banana is a **yellow fruit**
10. A **smart cat** catch the mouse

Modifiers	Heads (Noun)
Officer	Chair
Sport	Magazine
Soup	Spoon
Door	Bell
Picnic	Table
Mountain	Bike
Great	Nurse
Beautiful	Dress
Yellow	Fruit

### Preposition of Time

Preposition is a word that can't be changed in to another form. It is usually placed in the beginning noun. The preposition of time is a preposition that is used as an adverb of time. Here are the examples:

1. I usually get up **at six o'clock**
2. He walks **in the afternoon**
3. Mr. Muhammad will arrive **on Monday**
4. Laila comes **after she eats**
5. Mahmud have been studied **for two years**

6. **Since two days ago** marzuqi is starting to study here
7. **During the day**, Husain played badminton
8. The lesson will start **from Monday until Friday**

## Passive Voice

Passive voice is a passive sentence that usually use past participle (V3).

Passive voice usually use when:

1. If the doer is not really important.  
'The monument was built many years ago'
2. If we want to know what is the effect of the verb do.  
'The man was hit by a car'

The other examples are:

### a. Present tense

Active: He opens the door

Passive: The door is **opened** (by him)

### b. Present perfect

Active: He has opened the door

Passive: The door **has been opened** (by him)

### c. Present continuous

Active: He is opening the door

Passive: The door is **being opened** (by him)

### d. Past continuous

Active: He was opening the door when I came

Passive: The door was **being opened** (by him) when I came

### e. Future tense

Active: They will build the house

Passive: the house will **be built** (by them)

### f. Past tense

Active: He didn't call me

Passive: I wasn't **called** (by him)

**Grammar** Complete the tables with suitable Noun and its Modifier.

**Practice 1** Number one has been done for you.

Modifier	Noun
1. Hard	Lesson
2. Big	
3. Black	
4. Funny	
5. Table	
6. Football	
7. Volley	

## D. Cooling Down

### Fun Time

Find the name of Sport

A	S	S	W	I	M	M	I	N	G	P	E	S	P
S	B	O	X	I	N	G	Q	S	V	I	D	K	A
O	E	C	P	M	N	P	X	T	O	T	E	A	R
F	S	C	B	P	K	B	V	E	L	R	E	K	S
T	A	E	R	P	I	A	N	A	L	A	O	L	S
U	T	R	S	O	P	D	L	D	E	D	N	U	D
Y	I	T	O	I	T	M	K	C	Y	V	N	T	E
R	N	B	C	Y	F	I	L	X	B	T	T	R	G
L	E	S	X	R	R	N	R	E	A	X	I	R	H
K	L	O	F	O	O	T	B	A	L	L	O	F	U
N	U	Y	T	E	X	O	Q	W	L	A	S	G	T
B	X	S	F	Z	C	N	A	T	I	O	N	D	I
Y	T	O	T	I	L	E	S	S	D	G	H	L	P
X	C	N	M	A	Z	C	B	R	W	Q	Z	A	S



## Key words

- Another word of football.
- Muhammad ali is the legend athlete of this sport.
- One of instrument of the sport is shuttlecock.
- The sport played by eleven player each team.
- This sport is more fun if played on the beach.
- It is closed to swimming pool.

## Grammar Noun Modification

### Summary

Some noun are gradable, they can use with degree modifiers. The modifiers can be noun or adjective. See the table below:

Modifiers	Heads (Noun)
Officer	Chair
Sport	Magazine
Soup	Spoon
Door	Bell
Picnic	Table

## Preposition of Time

Preposition of time is a preposition that is used as an adverb of time. Here are the examples:

1. I usually get up **at six o'clock**
2. He walks **in the afternoon**
3. Mr. Muhammad will arrive **on Monday**
4. Laila comes **after she eats**
5. Mahmud have been studied **for two years**

## Compact Dictionary

**Sport** : Olah raga

**Football** : Sepak Bola

**Swimming** : Berenang

**Cicling** : Bersepeda

**Command** : Perintah

**Wide rectangular field** : Lapangan  
yang luas

**Prohibition** : larangan

**Adjective** : Kata sifat

**Time** : Waktu

**Honest** : Jujur

**Chair** : Kursi

**Boxing** : Tinju

**Game** : Permainan

**Play** : Bermain

**The winners** : Pemenang

**Competition** : kompetisi

**World cup** : Piala dunia

**After** : Setelah

**During** : Selama



Unit

2



I Don't Really  
Like that Animal.  
( Al- Khayawan )

### Standard of Competence

- Understanding meaning a transactional and interpersonal daily life dialogue
- Understanding a short functional text in the form of narrative, descriptive, and news item.

### Basic Competence

- Responding meaning of a transactional (to get things done) and interpersonal daily life dialogue.
- Responding meaning in a short spoken text monolog of narrative text

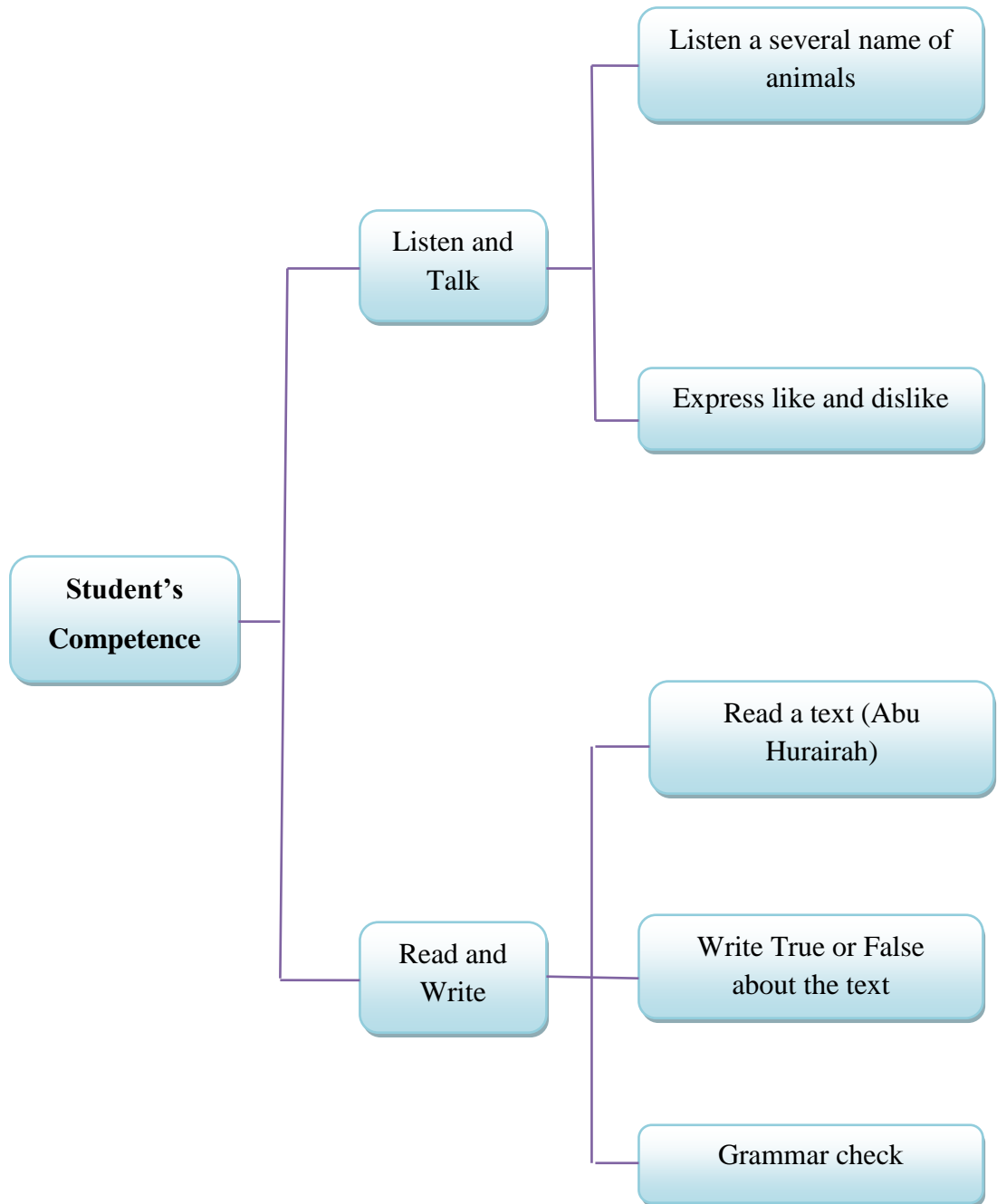
In this unit, you will study expressing like and dislike. In the last chapter, there is compact dictionary to help you understanding the difficult word.

### Course Objective

After learning this unit, the students are able:

- To express like and dislike
- To find an information in a narrative text

## Concept Map



## Warming Up

Check the pictures, and then answer the questions.

1)



2)



3)



4)



5)



6)



1. Do you have a pet?
2. Do you ever going to zoo?
3. Do you like a cat?

## A. Listen and Talk

**Listening Practice 1** You will hear a several name of animals. Listen to the compact disk and repeat after that!

**Activity 1** Listen again to the compact disk .While listening, fill in the grid bellow.

Name of Animal	.....
	.....
	.....
	.....
	.....

### Expressing like and dislike

When we agree about anything or someone else opinion we usually express like, vice versa when we refuse that we express dislike. For describing a condition or feeling usually we use a verb, such as: like, enjoy, adore, and hate.

## Activity 2



### Now read this dialogue carefully!

Jane and Thomas now in the zoo. Here are their conversations about a panda.

Jane: Look at that animal its name is panda. It's look so funny.

Thomas: I don't think so. I *don't really like* that animal.

Jane: That animal is looked so cute, I *like it*.

### Check the Expression

The following are some example of sentences to express likes.

- 5) I like a cat.
- 6) I enjoy the film.
- 7) I'm very keen on fried chicken.
- 8) That's my favorite song.

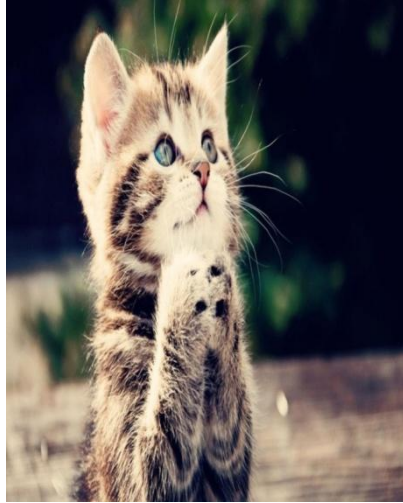
The following are some example of sentences to express dislike.

- 5) I don't like a cat.
- 6) I don't care of that film.
- 7) I'm not very kind on fried chicken.
- 8) I can't eat this candy.

## B. Read and Write

### Activity 3 Read the Following Text Carefully!

Abu Hurairah(أبو هريرة)



**Abu Hurairah**(أبو هريرة), also known as `Abd al-Rahman ibn Sakhr Al-Azdi (عبدالرحمن بن صخر الأزدي), **Abu Horayrah** or **Hurairah**) (603 – 681) was a companion of the Islamic Prophet Muhammad and the narrator of Hadith most quoted in the *Isnad* by Sunnis.

Abu Hurairah spent 3 years in the company of the Prophet and went on expeditions and journeys with him. It is estimated that he narrated around 5,375 Al- hadith.

Abu Hurairah was born in Baha, Yemen. His father had died, leaving him with only his mother and no other relatives. His name at birth was *Abd al-Shams* (servant of the sun). However, as a child, he had a cat and became known as "Abu Hurairah" (which literally means "Father of the Kitten" or more idiomatically "Of the kitten").

According to other versions, after embracing Islam Abu Hurairah looked after the mosque and Prophet Muhammad. He made it a regular habit to give the left over food to the stray cats. Gradually the number of cats around the masjid (mosque) increased. He loved to caress and play with them. Hence he got the name Abu Hurairah - Father (care taker) of kitten.



**Activity 3** After Read the Previous Text and Check Your Comprehension of the Text by Write (T) if the Statement is True and (F) If the Statement Is False.

6. Abu Hurairah(أبو هريرة), also known as `Abd al-Rahman ibn Sakhr Al-Azdi (عبدالرحمن بن صخر الأزدي).
7. Abu Hurairah was born in Daha, Qatar.
8. He loved to caress and play with the kitten.
9. He accompanies Prophet Muhammad to his expeditions and journeys with the kitten.
10. "Abu Hurairah" means the "mother of Cat".

## C. Grammar Check

### Simple Past Tense

S + V2 + O

This tense is used to show the activity in the past. Here are the examples:

1. John *went* to Spain last year
2. I *saw* a good film last night
3. She *came* here last Monday
4. Khairul *did* his work yesterday

### Modals

Modal is the auxiliary verb that gives an additional meaning of a sentence. Modals is always followed by an infinitive verb (V1)

Modal Present	Modal Past
Can	Could
May	Might
Must	Had to
Will	Would
Shall	Should

### 1. **Could/ may/ might**

Could/may/might is used when the speaker feels doubt of a thing. “It may/might/could rain tomorrow=it will possibly rain tomorrow *or* may be it will rain tomorrow”.

### 2. **Should**

Should is used to show:

- a. A suggestion, opinion, or an obligation

Ismail should study tonight

Yusuf should go on diet

- b. Hope

My check should arrive next week

### 3. **Must/ had to**

This modal is used to show:

- a. Obligation

In this case, “must” has the strong meaning than should.

A motorcycle must have gasoline to run

- b. A logical statement

The grass is wet. It must be raining

## **Conjunction And, Or, and But**

Conjunction is a part of speech that connects words, sentences, phrases, or clauses.

### 1. **And is used to connect words**

- a. This food is delicious and tasty

- b. I need some clothes and shoes

### 2. **Or is used to connect phrases**

- a. You can play football in the field or in the yard

- b. You may put the book in the table or in the chair

### 3. **But is used to connect clauses**

- a. I want to go but I feel not good

- b. They are going to swim but it is going to rain

## Grammar

### Practice 1

#### Choose the correct answer!

- 1) 'I feel so sleepy'  
'You .... Go to bed'
  - a. Must
  - b. Should
  - c. Would
- 2) Jenny look so tired, she .... be sick
  - a. Must
  - b. Should
  - c. Would
- 3) The door is closed ... it is still cold
  - a. And
  - b. Or
  - c. But
- 4) My candy is yellow ... red
  - a. And
  - b. Or
  - c. But

## D. Cooling Down

### Fun Time

#### (Guessing Game)

#### What's the animals' name?

Demonstrate or mime the following name of the animals.

Lion	Elephant	Dog
Fish	Chicken	Horse
Tiger	Snake	Duck
Camel	Cat	Rabbit

## Grammar Simple Past Tense

### Summary

S + V2 + O

1. John *went* to Spain last year
2. I *saw* a good film last night

### Modals

#### 1. Could/ may/ might

Could/may/might is used when the speaker feels doubt of a thing. "It may/might/could rain tomorrow=it will possibly rain tomorrow.

#### 2. Should

- a. A suggestion, opinion, or an obligation  
'Ismail should study tonight'
- b. Hope  
'My check should arrive next week'

#### 3. Must/ had to

- a. Obligation  
'A motorcycle must have gasoline to run'
- b. A logical statement  
'The grass is wet. It must be raining'

### Conjunction And, Or, and But

#### 1. And is used to connect words

This food is delicious and tasty

#### 2. Or is used to connect phrases

You may put the book in the table or in the chair

#### 3. But is used to connect clauses

I want to go but I feel not good

## Compact Dictionary

**Animals** : Hewan

**Pet** : Hewan peliharaan

**Zoo** : Kebun binatang

**Kitten** : Kucing

**Dislike** : Tidak suka

**Like** : Suka

**Must** : Harus

**Could** : Dapat

**Past** : Lampau

**Came** : Sudah datang

**Prophet** : Nabi

**Journey** : Perjalanan

**Accepted** : Diterima

**Rejected** : Ditolak

**Busy** : Sibuk

**Elephant** : Gajah

**Camel** : Unta

**Snake** : Ular

**Rabbit** : Kelinci

**Duck** : Bebek



## Unit

3

## It is Your Guitar!

### Standard of Competence

- Understanding meaning a transactional and interpersonal daily life dialogue
- Understanding a short functional text in the form of narrative, descriptive, and news item.

### Basic Competence

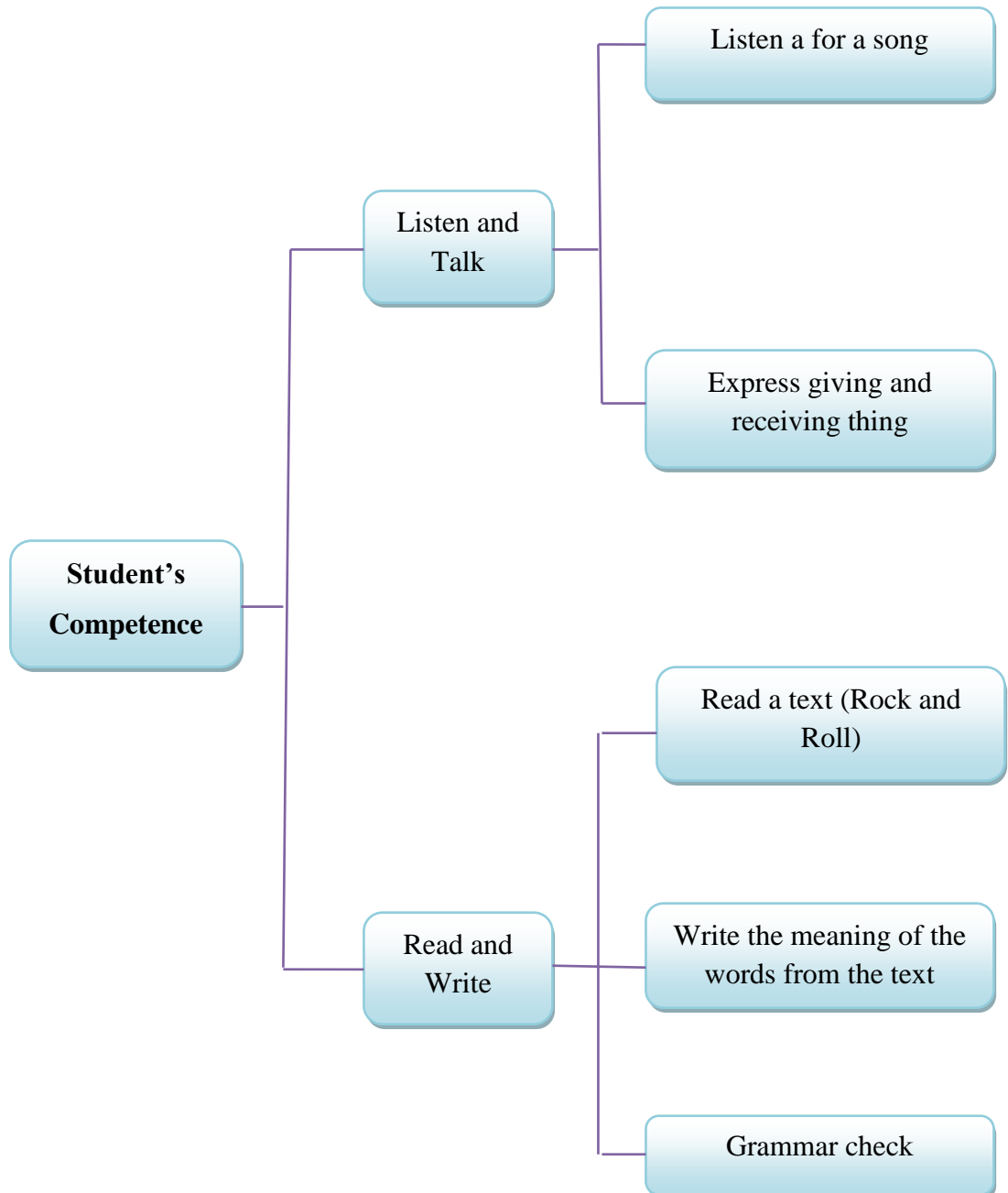
- Responding meaning of a transactional (to get things done) and interpersonal daily life dialogue.
- Responding meaning in a short spoken text monolog of news items.

In this unit, you will study giving and receiving thing, and in the last chapter, there is compact dictionary to help you understanding the difficult word.

### Course Objective

- After learning this unit, the students are able:
- To express of giving and receiving thing.
  - To find an information of news items

## Concept Map



## Warming Up

Examine the pictures and talk about the questions that follow.

1) 	2) 
3) 	4) 
5) 	6) 

1. Have you seen a music show?
2. Do you ever played the above music instruments?
3. Which one do you ever played?
4. Do you know how to play them?



## A. Listen and Talk

**Listening Practice 1** You will hear a song entitled “For The Rest Of My Life” by Maher Zain. Listen to the song and try to guess the lyric of the song!

**Activity 1** Listen again to the song . Work in pair with your friend, and discuss what the lyric that you got from the song.

Song's title	The lyric that I got
<b>For the Rest of My Life</b>	1) .....
	2) .....
	3) .....
	4) .....
	5) .....
	6) .....
	7) .....
	8) .....
	9) .....
	10) .....

## Giving and Receiving Things

“Here you are, it is for you, and here it is” are some expressions of giving a thing. While “thank you very much, thanks a lot, and it is very nice” are some expressions of receiving that.

## Activity 2



### Read this dialogue carefully!

Fauzi : Hi, Fauzan. Would you be kind enough to receive this music festival ticket, please?

Fauzan : what is this for?

Fauzi : I just want to tell you that I really appreciate what you have done for me and want to invite you to go to the music festival in the town this night.

Fauzan : I'm very glad of this.

## B. Read and Write

### Activity 3 Read the Following Text Carefully!

#### Rock and Roll



**Rock and roll** is a genre of popular music that originated and evolved in the United States during the late 1940s and early 1950s, primarily from a combination of African-American genres such as blues, jump blues, jazz,

and gospel music, together with western swing and country music. Though elements of rock and roll can be heard in blues records from the 1920s and in country records of the 1930s, rock and roll did not acquire its name until the 1950s.

The term "rock and roll" now has at least two different meanings, both in common usage: referring to the first wave of music that originated in the mid-1950s and later developed into the more encompassing international style known as "rock

music", and as a term simply synonymous with rock music in the broad sense

In the earliest rock and roll styles of the late 1940s and early 1950s, either the piano or saxophone was often the lead instrument, but these were generally replaced or supplemented by guitar in the middle to late 1950s. The beat is essentially a blues rhythm with an accentuated backbeat, the latter almost always provided by a snare drum. Classic rock and roll is usually played with one or two electric guitars (one lead, one rhythm), a string bass or (after the mid-1950s) an electric bass guitar, and a drum kit. Beyond simply a musical style, rock and roll, as seen in movies and on television, influenced lifestyles, fashion, attitudes, and language. It went on to spawn various sub-genres, often without the initially characteristic backbeat, that are now more commonly called simply "rock music" or "rock".

**Activity 3** Fill in the following chart the meaning of the words that you find from the passage. Number one has done for you.

Word	Meaning
1) Genre	11) Jenis
12) Popular music	12) .....
13) Common	13) .....
14) Develop	14) .....
15) Synonymous	15) .....
16) Earliest	16) .....
17) Lead instrument	17) .....
18) Electric	18) .....
19) Spawn	19) .....
20) Characteristic	20) .....

## C. Grammar Check

### Future Tense

Future tense is a grammatical form that generally marks to describe events which have not happened yet, but expected to happen in the future.

The formulas are:

+	S + will/be going to + verb1
-	S + will not, wont/be not going to+ verb1
?	Will + S + verb1 To be + S + going to+ verb1

### Example of the sentences

(+)I will see the house.

Wardah is going to buy a book.

She will be here.

They are going to make a skirt.

(?)Will you see the house?

Is wardah going to buy a book?

Will she be here?

Are they going to make a skirt?

(-)I will not see the house.

Wardah is not going to buy a book.

She won't be here.

They are not going to make a skirt.

### Reported Speech

If we report what another person has said, we usually do not use the speaker's exact words (direct) speech, but reported (indirect) speech.

The changing tenses of reported speech are:

Direct speech	Reported speech
Simple present tense	Simple past tense
Present continuous tense	Past continuous tense
Present perfect tense	Past perfect tense
Simple past tense	Past perfect tense
Simple future tense	Past future tense

The changing of adverb of time are:

Direct speech	Reported speech
Now	Then
Yesterday	The day before
Today	That day
Two days ago	Two days before
Here	There
This/these	That/those

### Example of the sentences

Direct speech	Reported speech
I speak English	He said that he spoke English
Do you speak English?	He asked me whether/if I speak English
Siti, speak English!	He told siti to speak English

### Grammar

#### Practice 1

Complete each of the following sentences correctly by fill in the blanks with have/has and/or past participle/been.

Change each of the following simple present tense in to a future tense.

For example:

The teacher gives a test

The teacher will give a test

1. She goes to the library.
2. I buy a jacket.
3. She wears a skirt.
4. They eat some food.
5. You go to school.

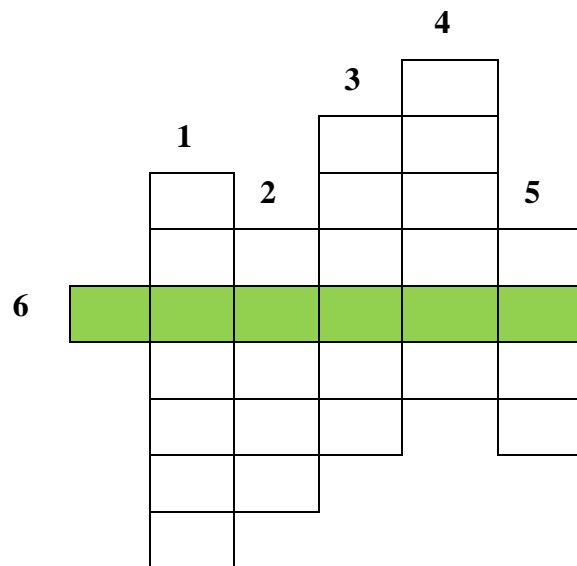
## D. Cooling Down






**Fun Time**

**What's the music instrument?**

**Write name of the music instruments**

**What is number 6? Draw a picture.**



<p>1)</p> 	<p>2)</p> 	<p>3)</p> 
<p>4)</p> 	<p>5)</p> 	<p>6) ?</p>

## Grammar

### Summary

## Present Perfect Tense

The formulas of present perfect tense are:

+	S + have/has + verb III/been
-	S + have/has + not + verb III/been
?	Have/has + S + verb III/been Haven't/hasn't + S + verb III/been

### Example of the sentences

I have seen the house.

Wardah has bought a book.

I haven't seen the house.

Wardah hasn't bought a book.

Have you seen the house?

Haven't you seen the house?

## Compact Dictionary

**Music instruments** : Alat-alat musik

**Play** : Bermain

**Music festival** : Festival musik

**Examination** : Ujian

**Genre** : Jenis

**Popular music** : music yang terkenal

**Develop** : Perkembangan

**Various sub-genre** : Berbagai macam jenis

**Early** : Awal

**Future event** : Kejadian masa datang

**Seen** : Melihat (verb I= See)

**Bought** : Membeli (verb I= Buy)

**Made** : Membuat (verb I= Make)

**Heard** : Mendengar (verb I= Hear)

**Eaten** : Makan (verb I= Eat)

**Gone** : pergi (verb I= Go)

**Flute** : Seruling

**Guitar** : Gitar

**Trumpet** : Terompet

# Students' English Evaluation Book

## "GREAT"

### *Get English in Your Heart*

for Grade X Kejar Paket C

Pon Pes Darissulaimaniyyah Kamulan Durenan

Trenggalek





**Students' Evaluation Book**

**GREAT**

**Get English in Your Heart**

**for Grade X Kejar Paket C**

**Pon Pes Darissulaimaniyyah Kamulan Durenan**

**Trenggalek**

## Preface

In the Name of Allah the Most Beneficent and the Most Merciful,

“*GREAT*” *Get English in Your Heart* is the students’ evaluation book that is designed to accompany the module book entitled “*Passport to Aboard: A Fun and Easy English Book for Grade X KeJar Paket C of Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek* as the guiding materials for *santri* of *KeJar Paket C Darissulaimaniyyah Kamulan Durenan Trenggalek Salafiyah Pesantren*. It is arranged based on the national contextual and communicative teaching and learning that can help both teacher and students to relate the materials with the real life. So the teaching learning process is more productive and effective without any changing of the certain curriculum.

This evaluation book helps students to understand English more easily. By considering the curriculum and the question of *ujian kesetaraan of Kejar Paket C*, The question of each chapter of this book is related with the material of the module book.

This evaluation book is extremely hoped to fulfill the means to develop quality of *Wajar* program of *Salafiyah Pesantren* especially *Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek*. Yet, it is still far from being perfect, any critics or suggestion will be highly appreciated.

Trenggalek, April 2014

The Author

## Unit

## 1

# Follow Me To a Sport Corner! ( Ar- Riyadhoh)

A.

### Listening

**Listen Again to the dialog of Listening practice 1 and Answer the Following Questions!**

1. How is Muhammad doing?
  - a. Muhammad is very fat.
  - b. Muhammad looks well.
  - c. Muhammad doesn't look well.
  - d. Muhammad is very tired.
  - e. Muhammad is very exhausted.
2. What kind of sport that Muhammad play?
  - a. Muhammad plays football, go swimming and cycling.
  - b. Muhammad plays football, tennis, and go swimming.
  - c. Muhammad plays football, tennis, and badminton.
  - d. Muhammad plays football, tennis, go swimming and cycling.
  - e. Muhammad plays many kinds of sport.
3. When does Muhammad play football?
  - a. Muhammad plays football on Mondays.
  - b. Muhammad plays football on Sundays.
  - c. Muhammad plays football on Mondays and Sundays.
  - d. Muhammad plays football on Mondays and Wednesdays.
  - e. Muhammad plays football everyday.
4. When does Muhammad go cycling?
  - a. Muhammad goes cycling on Wednesdays.
  - b. Muhammad goes cycling on Tuesdays.

- c. Muhammad goes cycling on Mondays.
  - d. Muhammad goes cycling everyday.
  - e. Muhammad goes cycling in the afternoon.
5. Do Ali like football?
- a. Yes, He does.
  - b. No, He doesn't.
  - c. Yes, He doesn't.
  - d. Ali plays football in the evening.
  - e. No, Ali don't.

**B.**

**Evaluation**

**I. Choose the correct Answer**

1. Siti : I feel so hungry, .....
- Fatimah : Ok
- a. Do you want?
  - b. Give me some meal, please!
  - c. No I can't.
  - d. I have a meal.
  - e. I like a meal.
2. Yasin : .....! Otherwise you will fall down.
- a. Be careful.
  - b. Be honest.
  - c. Be silent.
  - d. Don't careful.
  - e. Be noisy.
3. Alif : .....! The baby is sleeping.
- a. Don't move.
  - b. Don't be noisy.
  - c. Don't be angry.
  - d. Don't change.
  - e. Don't be hungry.
4. The expressions bellow are the expressions to give a command, *except* ...
- a. Get away!
  - b. Go out!
  - c. Get out!
  - d. Here we go!
  - e. Go away!
5. The expressions bellow are the expressions to warn someone, *except* ...
- a. Don't lie!
  - b. Do that lesson!

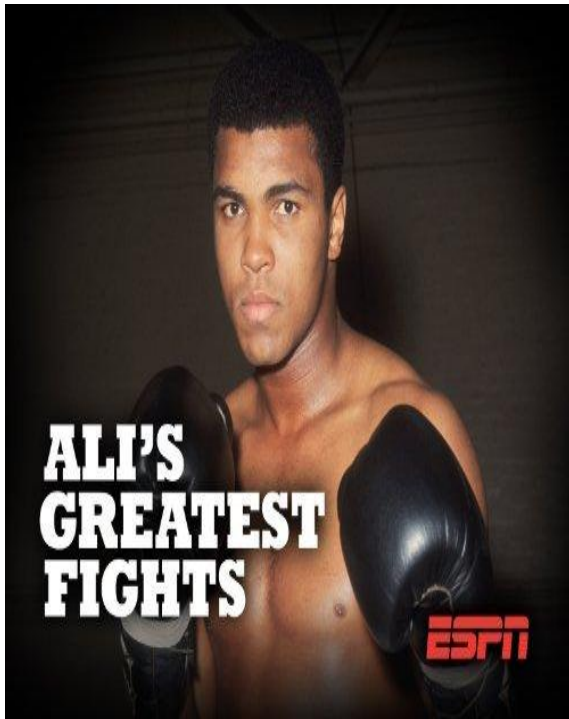
c. Do not go!

d. Don't be late!

e. Don't be lazy!

**II. Read the text bellow and answer the following question.**

**Muhammad Ali**



**Muhammad Ali** (born **Cassius Marcellus Clay, Jr.**, January 17, 1942) is an American former professional boxer, philanthropist and social activist.

Originally known as Cassius Clay, at the age of 22 he won the world heavyweight championship from Sonny Liston. Ali changed his name after joining the Nation of Islam in 1964, subsequently

converting to Sunni Islam in 1975, and later to Sufism. Ali was eventually arrested and found guilty on draft evasion charges; he was stripped of his boxing title, and his boxing license was suspended. He was not imprisoned, but did not fight again for nearly four years while his appeal worked its way up to the U.S. Supreme Court, where it was eventually successful.

Clay was first directed toward boxing by Louisville police officer and boxing coach Joe E. Martin, who encountered the 12-year-old fuming over a thief taking his bicycle. He told the officer he was going to "whup" the thief. The officer told him he better learn how to box first. For the last four years of Clay's amateur career he was trained by legendary boxing cutman Chuck Bodak.

1. Who is Cassius Marcellus Clay, Jr?
2. When did He win the world heavyweight championship from Sonny Liston?
3. In what year Clay, Jr joining the nation of islam?
4. Who are coach boxing who the first direct Muhammad Ali toward boxing?
5. Who are Cutman Chuck Bodak?

**III. Fill the blanks with *past participle***

1. The host welcome the visitors  
The visitors were ..... by the host
2. The teacher will read the report  
The report will ..... by the teacher
3. He didn't lock the door when he went out  
The door was not ..... when he went out
4. The editor edits the article  
The article ..... by the editor
5. We have delivered the packages  
The packages ..... by us

## Unit

## 2

# I Don't Really Like That Animal ( Al- Khayawan )

A.

### Listening

**Listen to the DVD and Complete the Following lyric!**

A bear, a (1)....., a (2)....., a (3).....

Touch your knees, touch your toes!

An (4)....., a hippo, a (5)....., a (6).....

Touch your eyes, touch your ears

Touch your mouth, touch your nose!

A (7)....., a (8)....., a (9)....., a (10).....

Say hello, say hello

Wave your hands and say hello!

B.

### Evaluation

**I. Choose the correct Answer**

1. X: The thief breaks in to my house. He steal all of my money

Y: you ..... your money

- |                    |                   |
|--------------------|-------------------|
| a. Must deposit.   | b. Would deposit. |
| c. Should deposit. | d. May deposit.   |
| e. Can deposit     |                   |

2. Mr. Fuad looks very exhausted. He ..... since early this morning.

- |                 |                  |
|-----------------|------------------|
| a. May works.   | b. Should works. |
| c. Would works. | d. Could works.  |
| e. Must works.  |                  |

3. Habibi : Look at all those broken street lamp.

Jamil : .....

- a. They should repair.
  - b. They should repaired.
  - c. They could be repaired.
  - d. They would be repaired.
  - e. They must be repaired.
4. Wakhid : The projector cannot be operated
- a. It may be broken.
  - b. It must be broken.
  - c. It had been broken.
  - d. It could be broken.
  - e. It can be broken.
5. I can't find my hand phone in my bag.
- a. Well, you may leave it in the car.
  - b. Well, you will leave it in the car.
  - c. Well, you shall leave it in the car.
  - d. Well, you can leave it in the car.
  - e. Well, you could left it in the car.

**II. Read the text bellow and then answer the following question.**

**Elephants "Hear" Warnings With Their Feet**



A team of scientists recently confirmed, when African elephants stomp and trumpet as a predator approaches, other distant elephants can get the news by feeling the ground rumble.

The vocalizations and foot stomps resonate at a frequency that elephants can detect in the ground.

These behaviors are indications that the elephants detected the call and interpreted it as a warning. Elephants react most vigilantly to familiar warning calls, but they also crowd together and act nervous when they detect unfamiliar calls.



1. What is the text about?
2. Elephant can get information from others about a predator approaches by?
3. How the elephants' react for unfamiliar call?
4. Elephants react most vigilantly to familiar warning calls, but they also crowd together and act nervous when they detect unfamiliar calls. The underlined word refers to?

**III. Choose the following simple present tense into simple past tense!**

1. Fahmi turns on the lamp.
2. Adib borrows my pen.
3. I go to school.
4. He doesn't remind me about the test.
5. I spill some ink into my coat.
6. The teacher gives the lesson to the students.
7. My sister lives in Tulung Agung.
8. Mr.Husein tells the schedule of the exam.
9. I watch the movie in living room.
10. He comes late.

Unit

3

## I is Your guitar! ( Al- Musiqu )

A.

### Listening

**Listen to the song and fill in the blanks!**

#### For The Rest of My Life

I (1)..... Allah for sending me you my love. You (2)..... me home and sail with me And I'm here with you. Now let me let you know. You've (3)..... my heart. I was always thinking that love was (4)..... But everything was changed when you came along. Oh...And there's a couple words I want to (5).....

For the (6)..... of My Life I'll be with you, I'll stay by your (7)..... honest and true. Till the end of my time I'll be loving you. loving you. For the Rest of My Life thru days and night, I'll (8)..... Allah for open my eyes. Now and forever I'll be there for you. I know that deep in my heart.

I feel so blessed when I think of you. And I ask Allah to (9)..... all we do. You're my (10)..... and my friend and my strength And I pray we're together eternally. Now I find myself so strong. Everything changed when you came along.

B.

### Evaluation

**I. Arrange the following words to make a good sentence!**

1. Guitar – she – a – buy – will

1    2    3    4    5

- a. 5-4-3-2-1
- b. 2-5-4-3-1
- c. 3-2-4-1-5
- d. 2-4-3-5-1
- e. 1-2-3-4-5

2. See - I - will - concert - your - not - tonight

1    2    3        4        5    6    7

- a. 2-1-4-5-3-7-6
- b. 2-3-1-4-5-7-6
- c. 7-6-4-1-3-5-2
- d. 2-3-6-1-5-4-7
- e. 5-4-6-2-3-1-7

3. That - like - He - said - music - He - a - rock

1    2    3    4        5        6    7    8

- a. 2-1-4-5-3-7-8-6
- b. 6-2-7-5-8-1-3-4
- c. 3-4-1-6-2-7-5-8
- d. 3-4-1-2-7-5-8-6
- e. 3-8-6-7-5-2-4-1

4. Ask - want - whether - I - to - me - They - eat

1        2        3        4    5    6    7    8

- a. 7-1-6-3-4-2-5-8
- b. 4-1-7-3-6-2-5-8
- c. 2-1-5-4-3-8-7-6
- d. 5-1-7-8-3-6-4-2
- e. 5-1-8-7-6-3-2-4

5. She - said - she - that - had - been - two - there - days - before

1        2        3    4        5        6    7        8        9        10

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

**II. Read the text below and then answer the following question.**

**Maher Zain (ماهرزي)**



Maher Zain (ماهرزي) was born on July 16, 1981 in Tripoli, Lebanon. He is a Muslim Swedish R&B singer, songwriter and music producer of Lebanese origin. He released his debut album Thank You Allah, an internationally successful album with strong Muslim religious influences, in 2009.

Maher Zain' Lebanese family immigrated to Sweden when he was eight. He completed his schooling there, gaining a Bachelors degree in Aeronautical Engineering. After university he entered the music industry in Sweden and linked up with RedOne, the Moroccan-born Swedish producer in 2005. When RedOne moved to New York in 2006 Maher Zain followed soon after to continue his music industry career in the USA producing for artists such as Kat DeLuna.

On returning home to Sweden, he became engaged once more with his Islamic faith and decided to move away from a career as a music producer to become a singer/songwriter of contemporary R&B music with a strong Muslim religious influence.

1. Who is Maher Zain?
2. When was he released his debut album Thank You Allah?
3. When was Maher Zain' Lebanese family immigrate to Sweden?
4. Who is RedOne?
5. When was He decided to move away from a career as a music producer to become a singer/songwriter of contemporary R&B music with a strong Muslim religious influence?

**III. Choose the correct answer!**

1. The formulas of simple future tense, *except*.....
  - a. S + will + verb1
  - b. S + will not + verb1
  - c. S + be going to + verb1
  - d. Will + S + going to + verb1
  - e. S + wont + verb1
2. He will ..... the room.
  - a. Lock
  - b. Locked
  - c. Will locked
  - d. Locking
  - e. Not locked
3. They ..... going to play a Music
  - a. Are
  - b. Am
  - c. Is
  - d. Will
  - e. Wont
4. .... you go to the party?
  - a. Are
  - b. Wont
  - c. Do
  - d. Will
  - e. When
5. Rahmat is ..... a cup of tea
  - a. Going to drunk
  - b. Going to drink
  - c. Going to drank
  - d. Will to drunk
  - e. Not will to drink

## Exercise for Final Exam

**Read the following dialog and choose the best answer for question number 1-5.**

### In the Hospital

Syarif and Syukri are visiting Fajar in the hospital at the room 24.

Syarif : How are you today?

Fajar : I'm not feeling well.

Syarif&Syukri : We are sorry to hear that.

Fajar : Close the window, please!

Syukri : Certainly.

Fajar : Thank you Syukri.

Syarif : Take a rest and you will recovery soon.

Syukri : Well, it's time to leave. We'll see you again soon.

Fajar : Thank you for coming. Be careful!

3. Who are talking in the dialog?
  - a. Syarif and Syukri
  - b. Syarif and Fajar
  - c. Syukri and Fajar
  - d. Syukri, Syarif, and Fajar
  - e. Fajar
4. Who is in the room 24?
  - a. Syarif and Syukri
  - b. Syarif and Fajar
  - c. Syukri and Fajar
  - d. Syukri, Syarif, and Fajar
  - e. Fajar
5. "Close the window, please!" what is this expression for?
  - a. Give a command
  - b. Give a thing
  - c. Prohibit someone
  - d. Give a help
  - e. Warn a people

6. Why does Fajar ask Syukri to close the window?
- a. Fajar wants to sleep
  - b. It's rather warm
  - c. It's rather cold
  - d. Fajar is feeling well
  - e. Fajar gives a command
7. Syukri and Syarif.....to see Fajar
- a. Feel happy
  - b. Feel sorry
  - c. Feel glad
  - d. Feel nice
  - e. Feel well

**The following text is for the question number 6-10**

### **The Story of Smart Monkey and Dull Crocodile**

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

8. The monkey wants to cross.....
- f. A sea
  - g. A jungle
  - h. A river
  - i. A market

- j. A road
9. The monkey asked.....to take him across the other side of the river.
- e. A tiger
  - f. A crocodile
  - g. A fish
  - h. A dolphin
  - b. A lion
10. Monkey said that he left his heart under.....
- a. A coconut
  - b. A tree
  - c. A river
  - d. A jungle
  - c. A lion
11. After reached the river bank, the monkey ..... and climb up to the top of a tree.
- a. Run off
  - b. Standing out
  - c. Jump out
  - d. Go out
  - d. Get out
12. Finally the monkey free from..... And have his heart.
- a. The river
  - b. The fish
  - c. The dull crocodile
  - d. The tiger
  - e. The fox

**Read the text and answer the question number 11-15**

**Pop Music**



Pop music is a genre of popular music which originated in its modern form in the 1950s, deriving from rock and roll. The terms popular music and pop music are often used interchangeably, even though the former is a description of music which is popular (and can include any style).

As a genre, pop music is very eclectic, often borrowing elements from other styles including urban, dance, rock, Latin and Country, nonetheless, there



are core elements which define pop. Such include generally short-to-medium length songs, written in a basic format (often the verse-chorus structure), as well as the common employment of repeated choruses, melodic tunes, and catchy hooks.

So-called "pure pop" music, such as power pop, features all these elements, using electric guitars, drums and bass for instrumentation, in the case of such music, the main goal is usually that of being pleasurable to listen to, rather than having much artistic depth. Pop music is generally thought of as a genre which is commercially recorded and desires to have a mass audience appeal.

13. What is the title of the passage

- a. Pop music is a genre of music
- b. Pop music
- c. Pop music is modern
- d. Popular music
- e. Michael Jackson

14. Where is pop music derived from?

- a. Rock music
- b. Rock and roll
- c. Dance
- d. Latin
- e. Country

15. As a genre, pop music is a very.....

- a. Musical
- b. Electricity
- c. Eclectic
- d. Modern
- e. Popular

16. The basic format of pop music is?

- a. Verse-chorus structure
- b. Verse structure
- c. Chorus-verse structure
- d. Chorus all the song
- e. Verse all the song

17. According to the text the elements of pop music are?

- a. Piano, electric guitars, and drum
- b. Bass, drum, and piano
- c. Bass, drum, piano, and electric guitars
- d. Electric guitars, drums and bass
- e. Guitar and piano

Read the text and fill in the blanks by choosing the most correct words.

### KOMODO DRAGON



Komodo, or  
(16)..... called  
Komodo dragons  
(*Varanus komodoensis*).  
Komodo (17)..... the  
world's largest lizard  
species that (18).....  
on the island of Komodo,  
Rinca, Flores,  
Gili Motang, and  
Gili Dasami in Nusa  
Tenggara.

In the wild, an adult dragon usually weighs around 70 kilograms. The largest verified wild specimen (19)..... 3.13 metres long and weighed 166 kilograms. Komodo dragon (20)..... a tail as long as its body, and around 60 pieces of sharp serrated teeth along about 2.5 cm.

Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. Komodo don't have the sense of hearing, although having the ear hole. (21)..... use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic.

Komodo dragons (22)..... carnivores. It is able to (23)..... its prey using its keen sense of smell, which can locate a dead or dying animal from a range of up to 9.5 kilometres. Komodo dragons (24)..... by tearing large chunks of flesh and swallowing them whole while holding the carcass down with their forelegs. Komodo have saliva that has deadly bacteria in it. If dragons bite

dont directly kill their prey and prey that can escape this pesky generally prey  
(25)..... die within one week of infection.

- |     |              |                 |
|-----|--------------|-----------------|
| 18. | a. Common    | b. Being common |
|     | c. Commonly  | d. Are common   |
|     | e. Is common |                 |
| 19. | a. Is        | b. Am           |
|     | c. Are       | d. Be           |
|     | e. Being     |                 |
| 20. | a. Life      | b. Live         |
|     | c. Lives     | d. Living       |
|     | e. Lived     |                 |
| 21. | a. Be        | b. Is           |
|     | c. Being     | d. Are          |
|     | e. Was       |                 |
| 22. | a. Have      | b. Were         |
|     | c. Having    | d. Are          |
|     | e. Has       |                 |
| 23. | a. It        | b. They         |
|     | c. Them      | d. They are     |
|     | e. He        |                 |
| 24. | a. Is        | b. Are          |
|     | c. Am        | d. Were         |
|     | e. Was       |                 |
| 25. | a. Location  | b. Locate       |
|     | c. Locating  | d. Located      |
|     | e. Area      |                 |
| 26. | a. Eat       | b. Ate          |
|     | c. Eats      | d. Eated        |
|     | e. Eaten     |                 |
| 27. | a. Shall     | b. Should       |
|     | c. Will      | d. Would        |

e. Are

**Language Focus**

28. Yahya : ..... it today!

Mahmud : Certainly

- a. Deliver
- b. You can deliver
- c. I can't deliver
- d. You can't
- e. Delivered

29. Bila : Come to my house, .....!

Tia : I will be on time.

- a. Don't go!
- b. Don't come!
- c. Don't be late!
- d. Don't be lazy!
- e. Don't refuse!

30. "We will go to the library. .... to bring your dictionary!"

- a. Don't move!
- b. Don't forget!
- c. Don't lie!
- d. Don't change!
- e. Don't do it!

31. The newspaper ..... by father.

- a. Is read
- b. Are read
- c. Is reading
- d. Are reading
- e. Is readed

32. The chairs ..... by them.

- a. Is moved
- b. Are moving
- c. Are moved
- d. Are sitting
- e. Is moving

33. The floor ..... by ana.

- a. Is cleaning
- b. Are cleaning
- c. Are cleaned
- d. Is cleaned
- e. Were cleaned

34. Yanti : What about the food taste?

Saiful : ..... it is very delicious.

- a. I like it
- b. I hate it
- c. I don't like
- d. I can't eat that food
- e. I'm not kind

35. "We *are* happy to know that"

- a. Were not
- b. Were
- c. Was
- d. Is
- e. Wasn't

36. The student hasn't come yet.

- a. Has
- b. Had not
- c. Have
- d. Had
- e. Haven't

37. We – visit – will – museum – afternoon – the – this

- 1      2      3      4      5      6      7
- a. 1 – 2 – 6 – 4 – 3 – 7 – 5
  - b. 1 – 3 – 2 – 6 – 4 – 7 – 5
  - c. 2 – 1 – 5 – 3 – 4 – 7 – 6
  - d. 5 – 1 – 3 – 2 – 6 – 4 – 7
  - e. 1 – 3 – 2 – 7 – 5 – 6 – 7

38. She – his – camera – going – is – borrow – to

- 1      2      3      4      5      6      7
- a. 2 – 3 – 5 – 6 – 1 – 4 – 7
  - b. 2 – 3 – 5 – 4 – 7 – 6 – 1
  - c. 1 – 5 – 4 – 7 – 6 – 2 – 3
  - d. 1 – 5 – 4 – 2 – 3 – 7 – 6
  - e. 2 – 4 – 5 – 7 – 6 – 1 – 3

39. We are playing around

- a. They said that they played around
- b. They said that they were playing around
- c. They said that they were played around
- d. We said that we are playing around
- e. We said that we were playing around

40. I have been there

- a. He said that he had been there
- b. He said that he has been there
- c. He said that he have been there
- d. He said that I had been there
- e. He said that I have been there

41. Does she read that book?

- a. He asks me whether I read that book
- b. He asked me whether she read that book
- c. He asked me whether she reads that book
- d. He ask me whether she reads that book
- e. He ask me whether she read that book

42. They will come to the party

- a. He said that they will come to the party
- b. He said that they will came to the party
- c. He said that they would come to the party
- d. He said that they would came to the party
- e. They said that they would come to the party

# Teacher's English Guide Book

## **"Passport to Aboard"**

**A Fun and Easy English Book**

**for Grade x KeJar Paket C**

**Pon Pes Darissulaimaniyyah Kamulan Durenan**

**Trenggalek**

**(Teacher's Guide Book)**



**Teacher's Guide Book**

# **Passport to Aboard**

**A Fun and Easy English Book**

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**Teacher's Guide Book**

# **Passport to Aboard**

**A Fun and Easy English Book**

**for Grade x KeJar Paket C**

**Pon Pes Darissulaimaniyyah Kamulan Durenan**

**Trenggalek**

## Preface

In the Name of Allah the Most Beneficent and the Most Merciful,

*Passport to Aboard: A Fun and Easy English Book for Grade X KeJar Paket C of Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek* (Teacher's Guide Book) is the second level in the series. It is designed as the guiding materials for teacher of *KeJar Paket C Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek*. It is arranged based on the national curriculum of basic education of Indonesia by the purpose the graduated of *KeJar Paket C Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek* has an equal competence and quality with senior high school graduate.

Each unit of this book always starts with warming up activities to introduce the topic for the students. Then it is followed by the activities develop the oral skills before doing the activities to enrich the skill in written. Grammar content is introduced as required to construct a text being discussed in each unit. It is discussed and learned based from the topic of the unit. Some recommended cooling down activities also presented in all units, so students can learn with a fun.

The activities in the book are always followed by the questions and theirs key answer that will help the teacher to deliver the material and make the teaching learning process more effective. The book also contains of the questions and theirs key answer of students' evaluation book. So, the teacher will be easier to deliver the material.

*Passport to Aboard: A Fun and Easy English Book for Grade X KeJar Paket C of Pon Pes Darissulaimaniyyah Kamulan Durenan Trenggalek* (Teacher's Guide Book) is extremely hope to fulfill the means to develop quality of *Wajar* program of Salafiyah Pesantren, especially Pon Pes Darissulaimaniyah Kamulan Durenan Trenggalek. Yet, it is still far from being perfect, any criticism or suggestion will be highly appreciated.

Trenggalek, April 2014

The Author

## Book

### Guidelines

This book is intended to give more about English materials. These are some features to use the book

- **Standard of Competence, Basic Competence, and Course Objectives** are the standard materials as the guide line of writing textbook. Students will find them early on every unit so students will know what materials they are going to learn.
- **Concept map** draws materials in a unit globally. It is designed in the table form so students can easily see how the materials are spelt out.
- **Warming up** opens unit with a pre-activity before students learn the main materials. It some kinds of affective activity which stimulate students to have freedom in discussing the questions.
- **Activity** demands the students to reach the level of competence needed. It is designed integrated with the material so students get more and more from the various activities presented.
- **Listening Practice** invites the students to practice with listening materials. Each practice is equipped with the tape script that makes teacher easy to direct this session.
- **Check the Expression** contains the expressions used in the related materials. Students will have many alternatives of expressions in doing daily conversation.
- **Grammar Check** assists students in learning English grammar. However, it is design to support the material contents of every unit. Therefore, students will not find difficulties in comprehending the material.
- **Grammar Practice** makes sure that students understand the grammar presented. It is practice for students to master the grammar.
- **Fun Time** means enjoying moment. Students can relax while doing the activities, because it is formed to give more knowledge in enjoyable way.
- **Grammar Summary** summarizes the material in grammar check so the students can review the material about the grammar easily.
- **Compact Dictionary** gives references to the difficult words. It demands students to be more creative in grasping the meaning of the words.

# Teaching Program Analysis

Subject : English

Grade : X of Kejar Paket C Pon Pes Darissulaimaniyyah

## Semester 2

Units	Submits	Time Allocation
Unit 1	Listen and Talk	5 x 40 minutes
Follow Me To a Sport Corner!	Read and Write	5 x 40 minutes
	Grammar Check	2 x 40 minutes
Unit 2	Listen and Talk	5 x 40 minutes
I Don't Really Like that Animal	Read and Write	5 x 40 minutes
	Grammar Check	2 x 40 minutes
Unit 3	Listen and Talk	5 x 40 minutes
This Is Your Guitar	Read and Write	5 x 40 minutes
	Grammar Check	2 x 40 minutes

## Notes

Semester 2 : 18 weeks

1 week : 1 meetings

1 meeting : 2x40 minutes

- The analysis is only an alternative for teacher's guide.
- The implementation of the analysis is flexible based on the school conditions.

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Preface | i

Book Guidelines | ii

Teaching Program analysis | iii

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## **Unit 1** Follow Me To a Sport Corner!

Warming Up | 3

E. Listen and Talk | 4

F. Read and Write | 5

G. Grammar Check | 7

H. Cooling Down | 10

Compact Dictionary | 12

## **Unit 2** I Don't Really Like that Animal

Warming Up | 20

E. Listen and Talk | 21

F. Read and Write | 23

G. Grammar Check | 24

H. Cooling Down | 27

Compact Dictionary | 28

## **Unit 3** It Is Your Guitar!

Warming Up | 35

E. Listen and Talk | 36

F. Read and Write | 37

G. Grammar Check | 39

H. Cooling Down | 41

Compact Dictionary | 42



# Unit 1

## Follow Me to a Sport Corner! ( Ar- Riyadhoh)

### Standard of Competence

- Understanding meaning a transactional and interpersonal daily life dialogue
- Understanding a short functional text in the form of narrative, descriptive, and news item.

### Basic Competence

- Responding meaning of a transactional (to get things done) and interpersonal daily life dialogue.
- Responding meaning in a short spoken text monolog of descriptive text

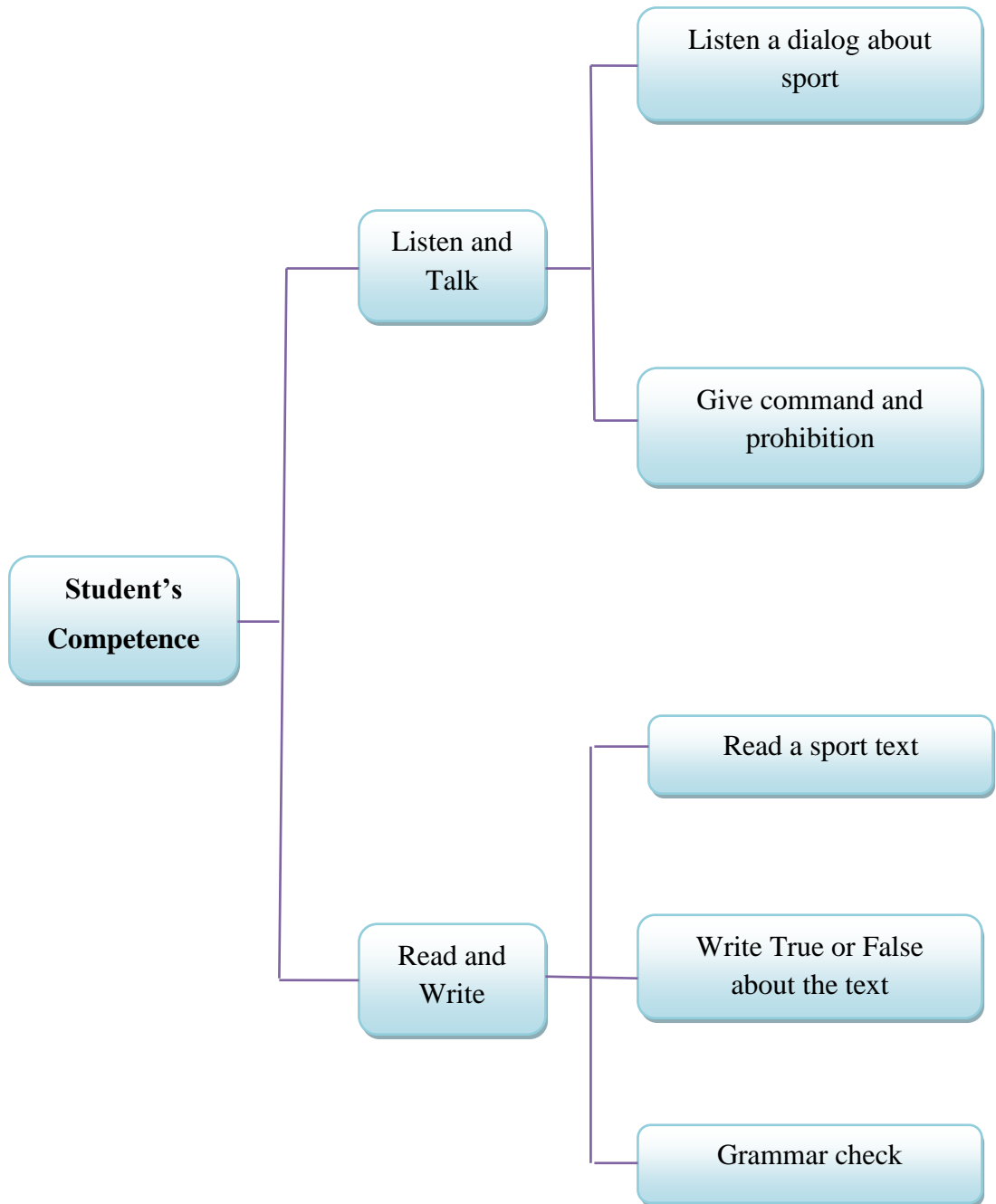
Welcome to the second semester of the first grade of *paket C*. in the first unit, you will study command and prohibition. Then, you also study noun modification and preposition of time in grammar focus. In the last chapter, there is compact dictionary to help you understanding the difficult word.

### Course Objective

After learning this unit, the students are able:

- To give command and prohibition
- To find an information in a descriptive text

## Concept Map



## Warming Up

Answer the following questions.

7. Do you like sport?
8. What sport do you like most?
9. Do you know some kinds of sport?

Do you know all the name of sport bellow? How do you call them?

7)



8)



9)



10)



11)



12)





## E. Listen and Talk

**Listening** Listen to your teacher and repeat after him/her!

### Practice 1

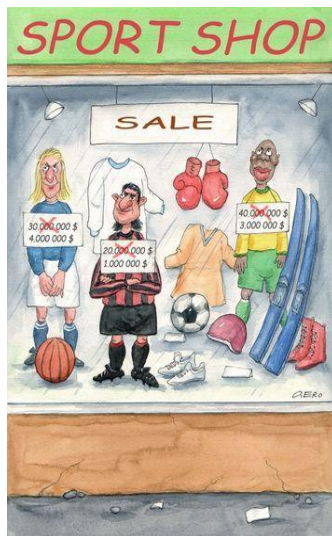
Muhammad : How are you?  
Ali : I'm fine, you look well Muhammad.  
Muhammad : Yes, I play a lot of sport.  
Ali : What sport do you play?  
Muhammad : On Mondays and Wednesday I play foot ball, on Tuesday I go swimming and cicing.  
Ali : Oh that's sounds good, I like foot ball.

**Activity 1** Now practice with your friend the dialogue.

## Command and Prohibition.

When we want ask or get something by other, we express a command. While we want to warn other not to do something, we express a prohibition.

### Activity



### Read the dialogue carefully!

Mr. John: **Help me please!** I need one tennis racket, five tennis ball, one badminton racket, and **don't forget!** ten shuttlecocks.

Shop Keeper : A moment, Sir. Let me take them.

Mr. John: Yes Please.

Shop Keeper : **Come in Sir!** Here they are.

Mr. John: **Be honest!** This one is a bad quality racket. **Change it!**

Shop Keeper: Sorry Sir. Here you are.

**Check the  
Expression**

**The following are some expression of giving a command.**

Stand up!	Be careful!
Sit down!	Be diligent!
Tell me!	Be on time!
Come in!	Be patient!
Talk to me!	Be silent!
Get out, please!	Be honest, please!
Speak slowly, please!	Be patient, please!

**The following are the expression of giving a prohibition**

Don't do it!	Don't be lazy!
Don't enter the room!	Don't be late!
Don't follow me!	Don't be angry!
Don't forget!	Don't be noisy!
Don't move, please!	Don't be stingy!
Please don't disturb me!	Don't be confused!

## F. Read and Write

**Activity**      **Read the Following Text Carefully!**

**3**

**Soccer**



Soccer or football is a team sport played between two teams of eleven players using a special ball. Soccer is the most popular game in the world. It is played on a wide rectangular field with a goal on each and end of the field. The object of the game is to score by putting the ball into the adversary goal. The goal is kept by a goal keeper who is allowed, at the exception of the other players, to use his hands in the game. The winners are those who score the most goals. If the soccer match ends in a draw, the two teams may be redirected to play extra time or penalty shootouts.

The way soccer is played now was first codified in England. Nowadays, it is governed by the FIFA “Federation Internationale de Football association” (International Federation of Association Football). The game is played now all over the world and competitions are organized nationally, continentally and internationally. The most prestigious of football competitions is the **World Cup**, which is held every four years.

**Activity 4**    **After Read the Previous Text and Check Your Comprehension of the Text by Write (T) if the Statement is True and (F) If the Statement Is False.**

6. Soccer is another word of football.
7. Each team includes 22 players.
8. Soccer is one of popular game in the world.
9. The winners are those who collect the less goals.
10. The world cup competition takes place annually.

**Key**

**Answer**

1. (T)
2. (F)
3. (T)
4. (F)
5. (T)

## G. Grammar Check

### Noun Modification

Some noun are gradable, they can use with degree modifiers. The modifiers can be noun or adjective. See the example bellow:

2. It is an **officer chair**
3. It is a **sport magazine**
4. I have a **soup spoon**
5. Ring the **door bell**
6. It is a **picnic table**
7. he rides a **mountain bike**
8. She is a **great nurse**
9. I have a **beautiful dress**
10. Banana is a **yellow fruit**
11. A **smart cat** catch the mouse

Modifiers	Heads (Noun)
Officer	Chair
Sport	Magazine
Soup	Spoon
Door	Bell
Picnic	Table
Mountain	Bike
Great	Nurse
Beautiful	Dress
Yellow	Fruit

### Preposition of Time

Preposition is a word that can't be changed in to another form. It is usually placed in the beginning noun. The preposition of time is a preposition that is used as an adverb of time. Here are the examples:

9. I usually get up **at six o'clock**
10. He walks **in the afternoon**
11. Mr. Muhammad will arrive **on Monday**
12. Laila comes **after she eats**
13. Mahmud have been studied **for two years**

14. **Since two days ago** marzuqi is starting to study here
15. **During the day**, Husain played badminton
16. The lesson will start **from Monday until Friday**

## Passive Voice

Passive voice is a passive sentence that usually use past participle (V3).

Passive voice usually use when:

3. If the doer is not really important.  
'The monument was built many years ago'
4. If we want to know what is the effect of the verb do.  
'The man was hit by a car'

The other examples are:

### g. Present tense

Active: He opens the door

Passive: The door is **opened** (by him)

### h. Present perfect

Active: He has opened the door

Passive: The door **has been opened** (by him)

### i. Present continuous

Active: He is opening the door

Passive: The door is **being opened** (by him)

### j. Past continuous

Active: He was opening the door when I came

Passive: The door was **being opened** (by him) when I came

### k. Future tense

Active: They will build the house

Passive: the house will **be built** (by them)

### l. Past tense

Active: He didn't call me

Passive: I wasn't **called** (by him)

**Grammar**  
**Practice 1**

**Complete the tables with suitable Noun and its Modifier.**

**Number one has been done for you.**

Modifier	Noun
8. Hard	Lesson
9. Big	
10. Black	
11. Funny	
12. Table	
13. Football	
14. Volley	

**Key**

**Answer**

1. City
2. Board
3. Cat
4. Tennis
5. Club
6. Ball

## H. Cooling Down

### Fun Time

Find the name of Sport

A	S	S	W	I	M	M	I	N	G	P	E	S	P
S	B	O	X	I	N	G	Q	S	V	I	D	K	A
O	E	C	P	M	N	P	X	T	O	T	E	A	R
F	S	C	B	P	K	B	V	E	L	R	E	K	S
T	A	E	R	P	I	A	N	A	L	A	O	L	S
U	T	R	S	O	P	D	L	D	E	D	N	U	D
Y	I	T	O	I	T	M	K	C	Y	V	N	T	E
R	N	B	C	Y	F	I	L	X	B	T	T	R	G
L	E	S	X	R	R	N	R	E	A	X	I	R	H
K	L	O	F	O	O	T	B	A	L	L	O	F	U
N	U	Y	T	E	X	O	Q	W	L	A	S	G	T
B	X	S	F	Z	C	N	A	T	I	O	N	D	I
Y	T	O	T	I	L	E	S	S	D	G	H	L	P
X	C	N	M	A	Z	C	B	R	W	Q	Z	A	S

Key words

- Another word of football.
- Muhammad ali is the legend athlete of this sport.
- One of instrument of the sport is shuttlecock.
- The sport played by eleven player each team.
- This sport is more fun if played on the beach.
- It is closed to swimming pool.

## Key Answer

A	S	S	W	I	M	M	I	N	G	P	E	S	P
S	B	O	X	I	N	G	Q	S	V	I	D	K	A
O	E	C	P	M	N	P	X	T	O	T	E	A	R
F	S	C	B	P	K	B	V	E	L	R	E	K	S
T	A	E	R	P	I	A	N	A	L	A	O	L	S
U	T	R	S	O	P	D	L	D	E	D	N	U	D
Y	I	T	O	I	T	M	K	C	Y	V	N	T	E
R	N	B	C	Y	F	I	L	X	B	T	T	R	G
L	E	S	X	R	R	N	R	E	A	X	I	R	H
K	L	O	F	O	O	T	B	A	L	L	O	F	U
N	U	Y	T	E	X	O	Q	W	L	A	S	G	T
B	X	S	F	Z	C	N	A	T	I	O	N	D	I
Y	T	O	T	I	L	E	S	S	D	G	H	L	P
X	C	N	M	A	Z	C	B	R	W	Q	Z	A	S



## Grammar Summary Noun Modification

Some nouns are gradable, they can be used with degree modifiers. The modifiers can be nouns or adjectives. See the table below:

Modifiers	Heads (Noun)
Officer	Chair
Sport	Magazine
Soup	Spoon
Door	Bell
Picnic	Table

## Preposition of Time

Preposition of time is a preposition that is used as an adverb of time. Here are the examples:

6. I usually get up **at six o'clock**
7. He walks **in the afternoon**
8. Mr. Muhammad will arrive **on Monday**
9. Laila comes **after she eats**
10. Mahmud has been studied **for two years**

## Compact Dictionary

**Sport** : Olah raga

**Football** : Sepak Bola

**Swimming** : Berenang

**Cycling** : Bersepeda

**Command** : Perintah

**Wide rectangular field** : Lapangan yang luas

**Prohibition** : larangan

**Adjective** : Kata sifat

**Time** : Waktu

**Honest** : Jujur

**Chair** : Kursi

**Boxing** : Tinju

**Game** : Permainan

**Play** : Bermain

**The winners** : Pemenang

**Competition** : kompetisi

**World cup** : Piala dunia

**After** : Setelah

**During** : Selama

## Evaluation 1

C.

### Listening

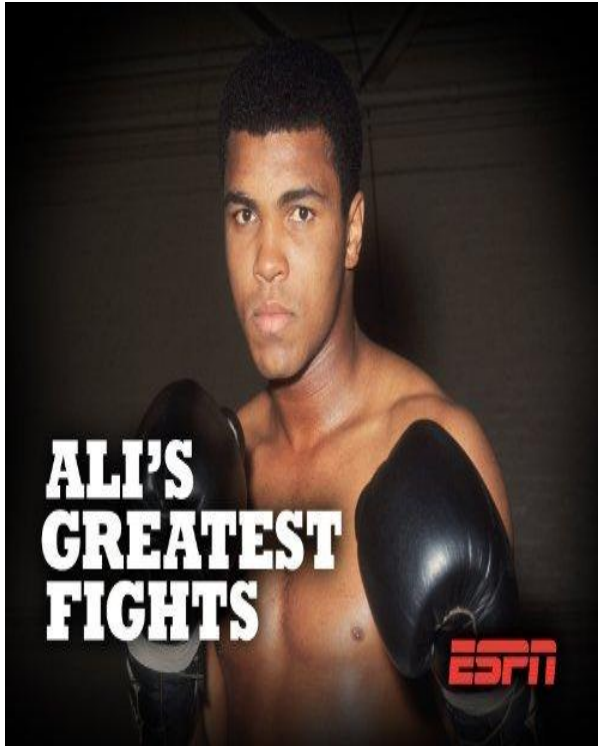
**Listen Again to the dialog of Listening practice 1 and Answer the Following Questions!**

6. How is Muhammad doing?
  - f. Muhammad is very fat.
  - g. Muhammad looks well.
  - h. Muhammad doesn't look well.
  - i. Muhammad is very tired.
  - j. Muhammad is very exhausted.
7. What kind of sport that Muhammad play?
  - f. Muhammad plays football, go swimming and cycling.
  - g. Muhammad plays football, tennis, and go swimming.
  - h. Muhammad plays football, tennis, and badminton.
  - i. Muhammad plays football, tennis, go swimming and cycling.
  - j. Muhammad plays many kinds of sport.
8. When does Muhammad play football?
  - f. Muhammad plays football on Mondays.
  - g. Muhammad plays football on Sundays.
  - h. Muhammad plays football on Mondays and Sundays.
  - i. Muhammad plays football on Mondays and Wednesdays.
  - j. Muhammad plays football everyday.
9. When does Muhammad go cycling?
  - f. Muhammad goes cycling on Wednesdays.
  - g. Muhammad goes cycling on Tuesdays.
  - h. Muhammad goes cycling on Mondays.
  - i. Muhammad goes cycling everyday.



V. Read the text and answer the following question.

**Muhammad Ali**



**Muhammad Ali** (born **Cassius Marcellus Clay, Jr.**, January 17, 1942) is an American former professional boxer, philanthropist and social activist.

Originally known as Cassius Clay, at the age of 22 he won the world heavyweight championship from Sonny Liston. Ali changed his name after joining the Nation of Islam in 1964, subsequently

converting to Sunni Islam in 1975, and later to Sufism. Ali was eventually arrested and found guilty on draft evasion charges; he was stripped of his boxing title, and his boxing license was suspended. He was not imprisoned, but did not fight again for nearly four years while his appeal worked its way up to the U.S. Supreme Court, where it was eventually successful.

Clay was first directed toward boxing by Louisville police officer and boxing coach Joe E. Martin, who encountered the 12-year-old fuming over a thief taking his bicycle. He told the officer he was going to "whup" the thief. The officer told him he better learn how to box first. For the last four years of Clay's amateur career he was trained by legendary boxing cutman Chuck Bodak.

6. Who is Cassius Marcellus Clay, Jr?
7. When did He win the world heavyweight championship from Sonny Liston?

8. In what year Clay, Jr joining the nation of islam?
9. Who are coach boxing who the first direct Muhammad Ali toward boxing?
10. Who are Cutman Chuck Bodak?

**VI. Fill the blanks with *past participle***

6. The host welcome the visitors  
The visitors were ..... by the visitors
7. The teacher will read the report  
The report will ..... by the teacher
8. He didn't lock the door when he went out  
The door was not ..... when he went out
9. The editor edits the article  
The article ..... by the editor
10. We have delivered the packages  
The packages ..... by us

## Evaluation 1 Key Answer

**A. Listening**

1. B
2. A
3. D
4. B
5. A

**B. Evaluation**

- I. 1. B
2. A
3. B
4. D
5. B

- II.**
1. He is an American former professional boxer, philanthropist and social activist.
  2. When he was 22 years old
  3. In 1964
  4. Joe E. Martin
  5. He was a legendary boxing who was trained Ali

- III.**
1. Welcomed
  2. Read
  3. Locked
  4. Was edited
  5. Had delivered



Unit

2



I Don't Really  
Like that Animal.  
( Al- Khayawan )

### Standard of Competence

- Understanding meaning a transactional and interpersonal daily life dialogue
- Understanding a short functional text in the form of narrative, descriptive, and news item.

### Basic Competence

- Responding meaning of a transactional (to get things done) and interpersonal daily life dialogue.
- Responding meaning in a short spoken text monolog of narrative text

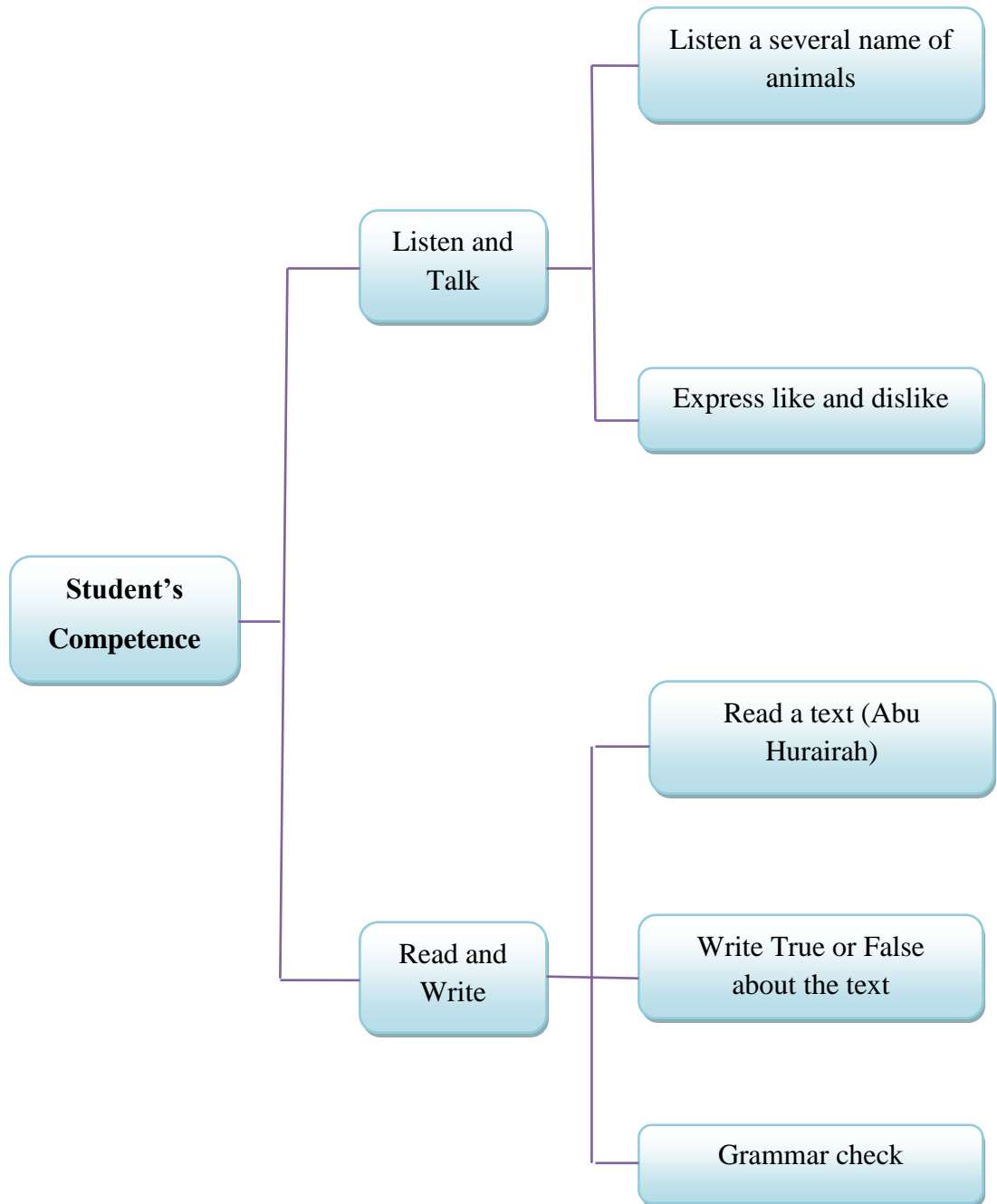
In this unit, you will study expressing like and dislike. In the last chapter, there is compact dictionary to help you understanding the difficult word.

### Course Objective

After learning this unit, the students are able:

- To express like and dislike
- To find an information in a narrative text

## Concept Map





## Warming Up

Check the pictures, and then answer the questions.

7)



8)



9)



10)



11)



12)



4. Do you have a pet?
5. Do you ever going to zoo?
6. Do you like a cat?

## E. Listen and Talk

**Listening Practice 1** You will hear a several name of animals. Listen to the compact disk and repeat after that!

**Activity 1** Listen again to the compact disk .While listening, fill in the grid bellow.

Name of Animal	.....
	.....
	.....
	.....
	.....

### Expressing like and dislike

When we agree about anything or someone else opinion we usually express like, vice versa when we refuse that we express dislike. For describing a condition or feeling usually we use a verb, such as: like, enjoy, adore, and hate.

## Activity 2



**Now read this dialogue carefully!**

Syarif and Farabi now in the zoo. Here are their conversations about a panda in the zoo.

Syarif: Farabi, look at that animal its name is panda. It's look so funny.

Farabi: I don't think so. I *don't really like* that animal.

Syarif: That panda is lookedso cute, I *like it*.

### Check the Expression

**The following are some example of sentences to express likes.**

- 9) I like a cat.
- 10) I enjoy the film.
- 11) I'm very keen on fried chicken.
- 12) That's my favorite song.

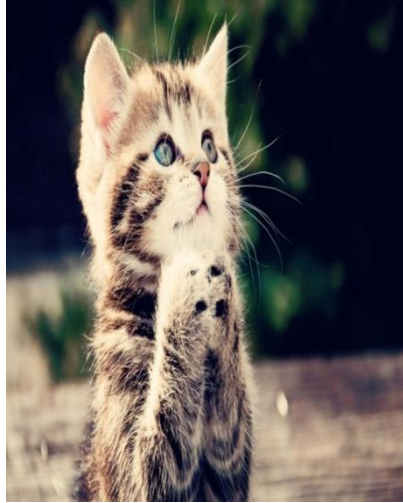
**The following are some example of sentences to express dislike.**

- 9) I don't like a cat.
- 10) I don't care of that film.
- 11) I'm not very kind on fried chicken.
- 12) I can't eat this candy.

## F. Read and Write

### Activity 3 Read the Following Text Carefully!

Abu Hurairah(أبو هريرة)



**Abu Hurairah**(أبو هريرة), also known as `Abd al-Rahman ibn Sakhr Al-Azdi (عبدالرحمن بن صخر الأزدي), **Abu Horayrah** or **Hurairah**) (603 – 681) was a companion of the Islamic Prophet Muhammad and the narrator of Hadith most quoted in the *Isnad* by Sunnis.

Abu Hurairah spent 3 years in the company of the Prophet and went on expeditions and journeys with him. It is estimated that he narrated around 5,375 Al- hadith.

Abu Hurairah was born in Baha, Yemen. His father had died, leaving him with only his mother and no other relatives. His name at birth was *Abd al-Shams* (servant of the sun). However, as a child, he had a cat and became known as "Abu Hurairah" (which literally means "Father of the Kitten" or more idiomatically "Of the kitten").

According to other versions, after embracing Islam Abu Hurairah looked after the mosque and Prophet Muhammad. He made it a regular habit to give the left over food to the stray cats. Gradually the number of cats around the masjid (mosque) increased. He loved to caress and play with them. Hence he got the name Abu Hurairah - Father (care taker) of kitten.

**Activity 3** After Read the Previous Text and Check Your Comprehension of the Text by Write (T) if the Statement is True and (F) If the Statement Is False.

11. Abu Hurairah(أبو هريرة), also known as `Abd al-Rahman ibn Sakhr Al-Azdi (عبدالرحمن بن صخر الأزدي).
12. Abu Hurairah was born in Daha, Qatar.
13. He loved to caress and play with the kitten.
14. He accompanies Prophet Muhammad to his expeditions and journeys with the kitten.
15. "Abu Hurairah" means the "mother of Cat".

**Key**

**Answer**

1. (T)
2. (F)
3. (T)
4. (F)
5. (T)

## G. Grammar Check

### Simple Past Tense

S + V2 + O

This tense is used to show the activity in the past. Here are the examples:

5. John *went* to Spain last year
6. I *saw* a good film last night
7. She *came* here last Monday
8. Khairul *did* his work yesterday

### Modals

Modal is the auxiliary verb that gives an additional meaning of a sentence. Modals is always followed by an infinitive verb (V1)

Modal Present	Modal Past
Can	Could
May	Might
Must	Had to
Will	Would
Shall	Should

#### 4. Could/ may/ might

Could/may/might is used when the speaker feels doubt of a thing. “It may/might/could rain tomorrow=it will possibly rain tomorrow *or* may be it will rain tomorrow”.

#### 5. Should

Should is used to show:

- c. A suggestion, opinion, or an obligation

Ismail should study tonight

Yusuf should go on diet

- d. Hope

My check should arrive next week

#### 6. Must/ had to

This modal is used to show:

- c. Obligation

In this case, “must” has the strong meaning than should.

A motorcycle must have gasoline to run

- d. A logical statement

The grass is wet. It must be raining

### Conjunction And, Or, and But

Conjunction is a part of speech that connects words, sentences, phrases, or clauses.

#### 4. And is used to connect words

- c. This food is delicious and tasty

- d. I need some clothes and shoes

**5. Or is used to connect phrases**

- c. You can play football in the field or in the yard
- d. You may put the book in the table or in the chair

**6. But is used to connect clauses**

- c. I want to go but I feel not good
- d. They are going to swim but it is going to rain

**Grammar Choose the correct answer!**

**Practice 1**

- 5) 'I feel so sleepy'  
'You .... Go to bed'
  - d. Must
  - e. Should
  - f. Would
  - g. May
  - h. Will
- 6) Jenny look so tired, she .... be sick
  - d. Must
  - e. Should
  - f. Would
  - g. May
  - h. Will
- 7) The door is closed ... it is still cold
  - d. And
  - e. Or
  - f. But
  - g. Other
  - h. While
- 8) My candy is yellow ... red
  - d. And
  - e. Or
  - f. But
  - g. Other

- h. While
- Key** 1. B
- Answer** 2. A
3. C
4. A

## H. Cooling Down

### Fun Time (Guessing Game)

### What's the animals' name?

Demonstrate or mime the following name of the animals.

Lion	Elephant	Dog
Fish	Chicken	Horse
Tiger	Snake	Duck
Camel	Cat	Rabbit

### Grammar Simple Past Tense

#### Summary

S + V2 + O

- John *went* to Spain last year
- I *saw* a good film last night

#### Modals

#### 4. Could/ may/ might

Could/may/might is used when the speaker feels doubt of a thing. "It may/might/could rain tomorrow=it will possibly rain tomorrow.

#### 5. Should

- A suggestion, opinion, or an obligation  
'Ismail should study tonight'



d. Hope

‘My check should arrive next week’

**6. Must/ had to**

c. Obligation

‘A motorcycle must have gasoline to run’

d. A logical statement

‘The grass is wet. It must be raining’

### **Conjunction And, Or, and But**

**4. And is used to connect words**

This food is delicious and tasty

**5. Or is used to connect phrases**

You may put the book in the table or in the chair

**6. But is used to connect clauses**

I want to go but I feel not good

### **Compact Dictionary**

**Animals** : Hewan

**Pet** : Hewan peliharaan

**Zoo** : Kebun binatang

**Kitten** : Kucing

**Dislike** : Tidak suka

**Like** : Suka

**Must** : Harus

**Could** : Dapat

**Past** : Lampau

**Came** : Sudah datang

**Prophet** : Nabi

**Journey** : Perjalanan

**Accepted** : Diterima

**Rejected** : Ditolak

**Busy** : Sibuk

**Elephant** : Gajah

**Camel** : Unta

**Snake** : Ular

**Rabbit** : Kelinci

**Duck** : Bebek

## EVALUATION 2

C.

### Listening

**Listen to the DVD and Complete the Following lyric!**

A bear, a ....., a ....., a .....

Touch your knees, touch your toes!

An ....., a hippo, a ....., a .....

Touch your eyes, touch your ears

Touch your mouth, touch your nose!

A ....., a ....., a ....., a .....

Say hello, say hello

Wave your hands and say hello!

D.

### Evaluation

**J. Choose the correct Answer**

6. X: The thief breaks in to my house. He steal all of my money

Y: you ..... your money

f. Must deposit.

g. Would deposit.

h. Should deposit.

i. May deposit.

j. Can deposit

7. Mr. Fuad looks very exhausted. He ..... since early this morning.

f. May works.

g. Should works.

h. Would works.

i. Could works.

j. Must works.

8. Habibi : Look at all those broken street lamp.

Jamil : .....

f. They should repair.

g. They should be repaired.

- h. They could be repaired.
  - i. They would be repaired.
  - j. They must be repaired.
9. Wakhid : The projector cannot be operated
- f. It may be broken.
  - g. It must be broken.
  - h. It had been broken.
  - i. It could be broken.
  - j. It can be broken.
10. I can't find my hand phone in my bag.
- f. Well, you may leave it in the car.
  - g. Well, you will leave it in the car.
  - h. Well, you shall leave it in the car.
  - i. Well, you can leave it in the car.
  - j. Well, you could left it in the car.

**IV. Read the text bellow and then answer the following question.**

### Elephants "Hear" Warnings With Their Feet



A team of scientists recently confirmed, when African elephants stomp and trumpet as a predator approaches, other distant elephants can get the news by feeling the ground rumble.

The vocalizations and foot stomps resonate at a frequency that elephants can detect in the ground.

These behaviors are indications that the elephants detected the call and interpreted it as a warning. Elephants react most vigilantly to familiar warning calls, but they also crowd together and act nervous when they detect unfamiliar calls.

5. What is the text about?

6. Elephant can get information from others about a predator approaches by?
7. How the elephants' react for unfamiliar call?
8. Elephants react most vigilantly to familiar warning calls, but they also crowd together and act nervous when they detect unfamiliar calls. The underlined word refers to?

**V. Choose the following simple present tense into simple past tense!**

11. Fahmi turns on the lamp.
12. Adib borrows my pen.
13. I go to school.
14. He doesn't remind me about the test.
15. I spill some ink into my coat.
16. The teacher gives the lesson to the students.
17. My sister lives in Tulung Agung.
18. Mr.Husein tells the schedule of the exam.
19. I watch the movie in living room.
20. He comes late.

## Evaluation 2 Key Answer

**A. Listening**

- |             |           |
|-------------|-----------|
| 1. Cow      | 6. Lion   |
| 1. Fish     | 7. Panda  |
| 3. Turtle   | 8. Rabbit |
| 4. Elephant | 9. Duck   |
| 5. Horse    | 10. Frog  |

**B. Evaluation**

- I.**
1. C
  2. A
  3. E

4. B

5. A

**II.**

1. The elephant's feet can detect any danger
2. feeling the ground rumble
3. They crowd together and act nervous when they detect unfamiliar calls
4. An elephant

**III.**

1. Fahmi turned on the lamp.
2. Adib borrowed my pen.
3. I went to school.
4. He didn't remind me about the test.
5. I spilled some ink into my coat.
6. The teacher gave the lesson to the students.
7. My sister lived in Tulung Agung.
8. Mr.Husein told the schedule of the exam.
9. I watched the movie in living room.
10. He came late.



## Unit

3

## It is Your Guitar! (Al- Musiqu)

### Standard of Competence

- Understanding meaning a transactional and interpersonal daily life dialogue
- Understanding a short functional text in the form of narrative, descriptive, and news item.

### Basic Competence

- Responding meaning of a transactional (to get things done) and interpersonal daily life dialogue.
- Responding meaning in a short spoken text monolog of news items.

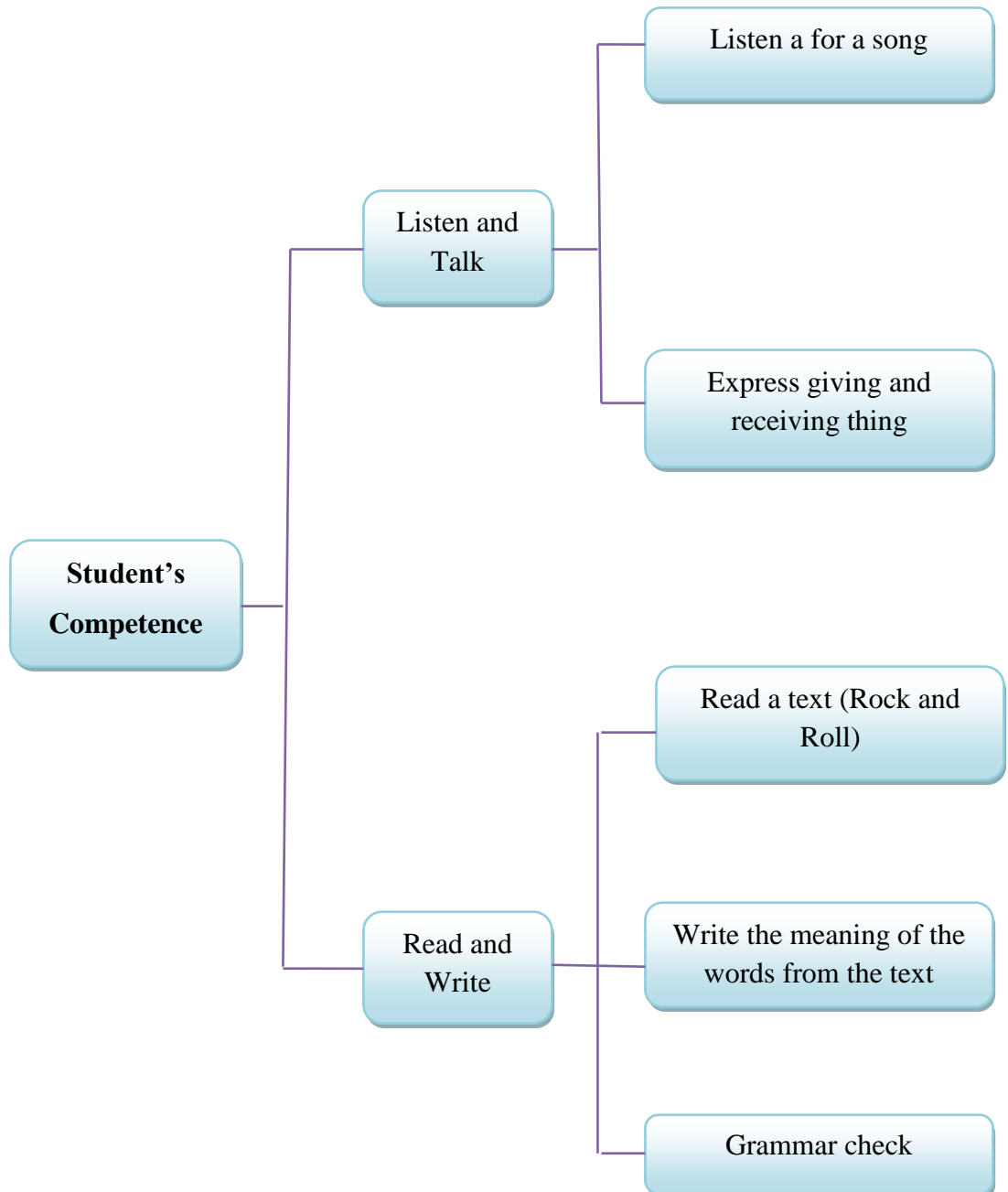
In this unit, you will study giving and receiving thing, and in the last chapter, there is compact dictionary to help you understanding the difficult word.

### Course Objective

After learning this unit, the students are able:

- To express of giving and receiving thing.
- To find an information of news items

## Concept Map



## Warming Up

Examine the pictures and talk about the questions that follow.

7) 	8) 
9) 	10) 
11) 	12) 

5. Have you seen a music show?
6. Do you ever played the above music instruments?
7. Which one do you ever played?
8. Do you know how to play them?



## E. Listen and Talk

**Listening Practice 1** You will hear a song entitled “For The Rest Of My Life” by Maher Zain. Listen to the song and try to guess the lyric of the song!

**Activity 1** Listen again to the song . Work in pair with your friend, and discuss what the lyric that you got from the song.

Song's title	The lyric that I got
<b>For the Rest of My Life</b>	11) .....
	12) .....
	13) .....
	14) .....
	15) .....
	16) .....
	17) .....
	18) .....
	19) .....
	20) .....

### Giving and Receiving Things

“Here you are, it is for you, and here it is” are some expressions of giving a thing. While “thank you very much, thanks a lot, and it is very nice” are some expressions of receiving that.

## Activity 2



### Read this dialogue carefully!

Fauzi : Hi, Fauzan. Would you be kind enough to receive this music festival ticket, please?

Fauzan : what is this for?

Fauzi : I just want to tell you that I really appreciate what you have done for me and want to invite you to go to the music festival in the town this night.

Fauzan : I'm very glad of this.

## F. Read and Write

### Activity 3 Read the Following Text Carefully!

#### Rock and Roll



**Rock and roll** is a genre of popular music that originated and evolved in the United States during the late 1940s and early 1950s, primarily from a combination of African-American genres such as blues, jump blues, jazz,

and gospel music, together with western swing and country music. Though elements of rock and roll can be heard in blues records from the 1920s and in country records of the 1930s, rock and roll did not acquire its name until the 1950s.

The term "rock and roll" now has at least two different meanings, both in common usage: referring to the first wave of music that originated in the mid-1950s and later developed into the more encompassing international style known as "rock

music", and as a term simply synonymous with rock music in the broad sense

In the earliest rock and roll styles of the late 1940s and early 1950s, either the piano or saxophone was often the lead instrument, but these were generally replaced or supplemented by guitar in the middle to late 1950s. The beat is essentially a blues rhythm with an accentuated backbeat, the latter almost always provided by a snare drum. Classic rock and roll is usually played with one or two electric guitars (one lead, one rhythm), a string bass or (after the mid-1950s) an electric bass guitar, and a drum kit. Beyond simply a musical style, rock and roll, as seen in movies and on television, influenced lifestyles, fashion, attitudes, and language. It went on to spawn various sub-genres, often without the initially characteristic backbeat, that are now more commonly called simply "rock music" or "rock".

**Activity 3** Fill in the following chart the meaning of the words that you find from the passage. Number one has done for you.

Word	Meaning
21) Genre	21) Jenis
22) Popular music	22) .....
23) Common	23) .....
24) Develop	24) .....
25) Synonymous	25) .....
26) Earliest	26) .....
27) Lead instrument	27) .....
28) Electric	28) .....
29) Spawn	29) .....
30) Characteristic	30) .....

## G. Grammar Check

### Future Tense

Future tense is a grammatical form that generally marks to describe events which have not happened yet, but expected to happen in the future.

The formulas are:

+	S + will/be going to + verb1
-	S + will not, wont/be not going to+ verb1
?	Will + S + verb1 To be + S + going to+ verb1

### Example of the sentences

(+)I will see the house.

Wardah is going to buy a book.

She will be here.

They are going to make a skirt.

(?)Will you see the house?

Is wardah going to buy a book?

Will she be here?

Are they going to make a skirt?

(-)I will not see the house.

Wardah is not going to buy a book.

She won't be here.

They are not going to make a skirt.

### Reported Speech

If we report what another person has said, we usually do not use the speaker's exact words (direct) speech, but reported (indirect) speech.

The changing tenses of reported speech are:

Direct speech	Reported speech
Simple present tense	Simple past tense
Present continuous tense	Past continuous tense
Present perfect tense	Past perfect tense
Simple past tense	Past perfect tense
Simple future tense	Past future tense

The changing of adverb of time are:

Direct speech	Reported speech
Now	Then
Yesterday	The day before
Today	That day
Two days ago	Two days before
Here	There
This/these	That/those

### Example of the sentences

Direct speech	Reported speech
I speak English	He said that he spoke English
Do you speak English?	He asked me whether/if I speak English
Siti, speak English!	He told siti to speak English

**Grammar** Complete each of the following sentences correctly by fill in the blanks with have/has and/or past participle/been.  
**Practice 1** Change each of the following simple present tense in to a future tense.

For example:

The teacher gives a test

The teacher will give a test

6. She goes to the library.
7. I buy a jacket.
8. She wears a skirt.
9. They eat some food.
10. You go to school.

**Key**

**Answer**

1. She is going to the library
2. I will buy a jacket
3. She is going to wear a skirt

4. They will eat some food
5. You will go to school

## H. Cooling Down

### Fun Time



What's the music instrument?

Write name of the music instruments

What is number 6? Draw a picture.

				4				
						3	B	
		1				F	I	
		T		2		L	O	5
		R	P	U	L	D		
6	G	U	I	T	A	R		
	M	A	E					U
	P	N						M
	E	O						
	T							

<b>7)</b> 	<b>8)</b> 	<b>9)</b> 
--	---	--

<p>10)</p> 	<p>11)</p> 	<p>12) ?</p>
--	---	--------------

## Grammar Summary

### Present Perfect Tense

The formulas of present perfect tense are:

+	S + have/has + verb III/been
-	S + have/has + not + verb III/been
?	Have/has + S + verb III/been Haven't/hasn't + S + verb III/been

#### Example of the sentences

I have seen the house.

Wardah has bought a book.

I haven't seen the house.

Wardah hasn't bought a book.

Have you seen the house?

Haven't you seen the house?

### Compact Dictionary

**Music instruments** : Alat-alat musik

**Play** : Bermain

**Music festival** : Festival musik

**Examination** : Ujian

**Genre** : Jenis

**Popular music** : music yang terkenal

**Develop** : Perkembangan

**Various sub-genre** : Beragam-macam jenis

**Early** : Awal

**Future event** : Kejadian masa datang

**Seen** : Melihat (verb I= See)

**Bought** : Membeli (verb I= Buy)

**Made** : Membuat (verb I= Make)

**Heard** : Mendengar (verb I= Hear)

**Eaten** : Makan (verb I= Eat)

**Gone** : pergi (verb I= Go)

**Flute** : Seruling

**Guitar** : Gitar

**Trumpet** : Terompet

## EVALUATION 3

C.

### Listening

**Listen to the song and fill in the blanks!**

#### For The Rest of My Life

I (1)..... Allah for sending me you my love. You (2)..... me home and sail with me And I'm here with you. Now let me let you know. You've (3)..... my heart. I was always thinking that love was (4)..... But everything was changed when you came along. Oh...And theres a couple words I want to (5).....

For the (6)..... of My Life I'll be with you, I'll stay by your (7)..... honest and true. Till the end of my time I'll be loving you. loving you. For the Rest of My Life thru days and night, I'll (8)..... Allah for opening my eyes. Now and forever I I'll be there for you. I know that deep in my heart.

I feel so blessed when I think of you. And I ask Allah to (9)..... all we do. You're my (10)..... and my friend and my strength And I pray we're together eternally. Now I find myself so strong. Everything changed when you came along.

D.

### Evaluation

**J. Arrange the following words to make a good sentence!**

6. Guitar – she – a – buy – will

1    2    3    4    5

f. 5 – 4 – 3 – 2 – 1

g. 2 – 5 – 4 – 3 – 1

h. 3 – 2 – 4 – 1 – 5

i. 2 – 4 – 3 – 5 – 1

j. 1 – 2 – 3 – 4 – 5



7. See – I – will – concert – your – not – tonight

1 2 3 4 5 6 7

f. 2 – 1 – 4 – 5 – 3 – 7 – 6

g. 2 – 3 – 1 – 4 – 5 – 7 – 6

h. 7 – 6 – 4 – 1 – 3 – 5 – 2

i. 2 – 3 – 6 – 1 – 5 – 4 – 7

j. 5 – 4 – 6 – 2 – 3 – 1 – 7

8. That – like – He – said – music – He – a – rock

1 2 3 4 5 6 7 8

f. 2 – 1 – 4 – 5 – 3 – 7 – 8 – 6

g. 6 – 2 – 7 – 5 – 8 – 1 – 3 – 4

h. 3 – 4 – 1 – 6 – 2 – 7 – 5 – 8

i. 3 – 4 – 1 – 2 – 7 – 5 – 8 – 6

j. 3 – 8 – 6 – 7 – 5 – 2 – 4 – 1

9. Ask – want – whether – I – to – me – They – eat

1 2 3 4 5 6 7 8

f. 7 – 1 – 6 – 3 – 4 – 2 – 5 – 8

g. 4 – 1 – 7 – 3 – 6 – 2 – 5 – 8

h. 2 – 1 – 5 – 4 – 3 – 8 – 7 – 6

i. 5 – 1 – 7 – 8 – 3 – 6 – 4 – 2

j. 5 – 1 – 8 – 7 – 6 – 3 – 2 – 4

10. She – said – she – that – had – been – two – there – days – before

1 2 3 4 5 6 7 8 9 10

f. 1 – 3 – 4 – 2 – 5 – 6 – 8 – 7 – 9 – 10

g. 2 – 6 – 5 – 4 – 3 – 10 – 9 – 1 – 7 – 8

h. 1 – 2 – 4 – 3 – 5 – 6 – 8 – 7 – 9 – 10

i. 1 – 5 – 8 – 6 – 7 – 9 – 10 – 3 – 2 – 4

j. 7 – 9 – 10 – 1 – 5 – 6 – 8 – 4 – 3 – 2

**IV. Read the text below and then answer the following question.**

**Maher Zain (ماهرزي)**



Maher Zain (ماهرزي) was born on July 16, 1981 in Tripoli, Lebanon. He is a Muslim Swedish R&B singer, songwriter and music producer of Lebanese origin. He released his debut album Thank You Allah, an internationally successful album with strong Muslim religious influences, in 2009.

Maher Zain' Lebanese family immigrated to Sweden when he was eight. He completed his schooling there, gaining a Bachelors degree in Aeronautical Engineering. After university he entered the music industry in Sweden and linked up with RedOne, the Moroccan-born Swedish producer in 2005. When RedOne moved to New York in 2006 Maher Zain followed soon after to continue his music industry career in the USA producing for artists such as Kat DeLuna.

On returning home to Sweden, he became engaged once more with his Islamic faith and decided to move away from a career as a music producer to become a singer/songwriter of contemporary R&B music with a strong Muslim religious influence.

6. Who is Maher Zain?
7. When was he released his debut album Thank You Allah?
8. When was Maher Zain' Lebanese family immigrate to Sweden?
9. Who is RedOne?
10. When was He decided to move away from a career as a music producer to become a singer/songwriter of contemporary R&B music with a strong Muslim religious influence?

**V. Choose the correct answer!**

6. The formulas of simple future tense, *except*.....
- |                            |                                |
|----------------------------|--------------------------------|
| f. S + will + verb1        | g. S + will not + verb1        |
| h. S + be going to + verb1 | i. Will + S + going to + verb1 |
| j. S + wont + verb1        |                                |
7. He will ..... the room.
- |                |            |
|----------------|------------|
| f. Lock        | g. Locked  |
| h. Will locked | i. Locking |
| j. Not locked  |            |
8. They ..... going to play a Music
- |         |         |
|---------|---------|
| f. Are  | g. Am   |
| h. Is   | i. Will |
| j. Wont |         |
9. .... you go to the party?
- |         |         |
|---------|---------|
| f. Are  | g. Wont |
| h. Do   | i. Will |
| j. When |         |
10. Rahmat is ..... a cup of tea
- |                      |                   |
|----------------------|-------------------|
| f. Going to drunk    | g. Going to drink |
| h. Going to drank    | i. Will to drunk  |
| j. Not will to drink |                   |

**Evaluation 3 Key Answer**

**A. Listening**

- |           |           |
|-----------|-----------|
| 1. Praise | 11. Rest  |
| 2. Found  | 12. Side  |
| 3. Opened | 13. Thank |
| 4. Wrong  | 14. Bless |

5. Say

15. Wife

**B. Evaluation**

**I.** 1. B

2. D

3. C

4. A

5. D

**II.** 1. He is a Muslim Swedish R&B singer, songwriter and music producer of Lebanese origin.

2. In 2009

3. 1989/ when he was eight

4. He is the Moroccan-born Swedish producer

5. When he returned home to Sweden from New York

**III.** 1. D

2. A

3. A

4. D

5. B

## Exercise for Final Exam

**Read the following dialog and choose the best answer for question number 1-5.**

### In the Hospital

Syarif and Syukri are visiting Fajar in the hospital at the room 24.

Syarif : How are you today?

Fajar : I'm not feeling well.

Syarif&Syukri: We are sorry to hear that.

Fajar : Close the window, please!

Syukri : Certainly.

Fajar : Thank you Syukri.

Syarif : Take a rest and you will recovery soon.

Syukri : Well, it's time to leave. We'll see you again soon.

Fajar : Thank you for coming. Be careful!

43. Who are talking in the dialog?

- |                      |                              |
|----------------------|------------------------------|
| f. Syarif and Syukri | g. Syarif and Fajar          |
| h. Syukri and Fajar  | i. Syukri, Syarif, and Fajar |
| j. Fajar             |                              |

44. Who is in the room 24?

- |                      |                              |
|----------------------|------------------------------|
| f. Syarif and Syukri | g. Syarif and Fajar          |
| h. Syukri and Fajar  | i. Syukri, Syarif, and Fajar |
| j. Fajar             |                              |

45. "Close the window, please!" what is this expression for?

- |                     |                 |
|---------------------|-----------------|
| f. Give a command   | g. Give a thing |
| h. Prohibit someone | i. Give a help  |
| j. Warn a people    |                 |

46. Why does Fajar ask Syukri to close the window?

- f. Fajar wants to sleep
- g. It's rather warm
- h. It's rather cold
- i. Fajar is feeling well
- j. Fajar gives a command

47. Syukri and Syarif.....to see Fajar

- f. Feel happy
- g. Feel sorry
- h. Feel glad
- i. Feel nice
- j. Feel well

**The following text is for the question number 6-10**

### **The Story of Smart Monkey and Dull Crocodile**

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

48. The monkey wants to cross.....

- k. A sea
- l. A jungle
- m. A river
- n. A market

- o. A road
49. The monkey asked.....to take him across the other side of the river.
- i. A tiger  
k. A fish  
f. A lion
- j. A crocodile  
l. A dolphin
50. Monkey said that he left his heart under.....
- e. A coconut  
g. A river  
g. A lion
- f. A tree  
h. A jungle
51. After reached the river bank, the monkey ..... and climb up to the top of a tree.
- e. Run off  
g. Jump out  
h. Get out
- f. Standing out  
h. Go out
52. Finally the monkey free from..... And have his heart.
- e. The river  
g. The dull crocodile  
i. The fox
- f. The fish  
h. The tiger

**Read the text and answer the question number 11-15**

### **Pop Music**



Pop music is a genre of popular music which originated in its modern form in the 1950s, deriving from rock and roll. The terms popular music and pop music are often used interchangeably, even though the former is a description of music which is popular (and can include any style).

As a genre, pop music is very eclectic, often borrowing elements from other styles including urban, dance, rock, Latin and Country, nonetheless, there

are core elements which define pop. Such include generally short-to-medium length songs, written in a basic format (often the verse-chorus structure), as well as the common employment of repeated choruses, melodic tunes, and catchy hooks.

So-called "pure pop" music, such as power pop, features all these elements, using electric guitars, drums and bass for instrumentation, in the case of such music, the main goal is usually that of being pleasurable to listen to, rather than having much artistic depth. Pop music is generally thought of as a genre which is commercially recorded and desires to have a mass audience appeal.

53. What is the title of the passage

- f. Pop music is a genre of music
- g. Pop music
- h. Pop music is modern
- i. Popular music
- j. Michael Jackson

54. Where is pop music derived from?

- f. Rock music
- g. Rock and roll
- h. Dance
- i. Latin
- j. Country

55. As a genre, pop music is a very.....

- f. Musical
- g. Electricity
- h. Eclectic
- i. Modern
- j. Popular

56. The basic format of pop music is?

- f. Verse-chorus structure
- g. Verse structure
- h. Chorus-verse structure
- i. Chorus all the song
- j. Verse all the song

57. According to the text the elements of pop music are?

- f. Piano, electric guitars, and drum
- g. Bass, drum, and piano
- h. Bass, drum, piano, and electric guitars
- i. Electric guitars, drums and bass
- j. Guitar and piano



Read the text and fill in the blanks by choosing the most correct words.

### KOMODO DRAGON



Komodo, or  
(16)..... called  
Komodo dragons  
(*Varanus komodoensis*).  
Komodo (17)..... the  
world's largest lizard  
species that (18).....  
on the island of Komodo,  
Rinca, Flores,  
Gili Motang, and  
Gili Dasami in Nusa  
Tenggara.

In the wild, an adult dragon usually weighs around 70 kilograms. The largest verified wild specimen (19)..... 3.13 metres long and weighed 166 kilograms. Komodo dragon (20)..... a tail as long as its body, and around 60 pieces of sharp serrated teeth along about 2.5 cm.

Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. Komodo don't have the sense of hearing, although having the ear hole. (21)..... use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic.

Komodo dragons (22)..... carnivores. It is able to (23)..... its prey using its keen sense of smell, which can locate a dead or dying animal from a range of up to 9.5 kilometres. Komodo dragons (24)..... by tearing large chunks of flesh and swallowing them whole while holding the carcass down with their forelegs. Komodo have saliva that has deadly bacteria in it. If dragons bite

dont directly kill their prey and prey that can escape this pesky generally prey  
(25)..... die within one week of infection.

- |     |              |                 |
|-----|--------------|-----------------|
| 58. | f. Common    | g. Being common |
|     | h. Commonly  | i. Are common   |
|     | j. Is common |                 |
| 59. | f. Is        | g. Am           |
|     | h. Are       | i. Be           |
|     | j. Being     |                 |
| 60. | f. Life      | g. Live         |
|     | h. Lives     | i. Living       |
|     | j. Lived     |                 |
| 61. | f. Be        | g. Were         |
|     | h. Being     | i. Are          |
|     | j. Was       |                 |
| 62. | f. Have      | g. Were         |
|     | h. Having    | i. Are          |
|     | j. Has       |                 |
| 63. | f. It        | g. They         |
|     | h. Them      | i. They are     |
|     | j. He        |                 |
| 64. | f. Is        | g. Are          |
|     | h. Am        | i. Were         |
|     | j. Was       |                 |
| 65. | f. Location  | g. Locate       |
|     | h. Locating  | i. Located      |
|     | j. Area      |                 |
| 66. | f. Eat       | g. Ate          |
|     | h. Eats      | i. Eated        |
|     | j. Eaten     |                 |
| 67. | f. Shall     | g. Should       |
|     | h. Will      | i. Would        |

j. Are

### Language Focus

68. Yahya : ..... it today!

Mahmud : Certainly

f. Deliver

g. You can deliver

h. I can't deliver

i. You can't

j. Delivered

69. Bila : Come to my house, .....!

Tia : I will be on time.

f. Don't go!

g. Don't come!

h. Don't be late!

i. Don't be lazy!

j. Don't refuse!

70. "We will go to the library. .... to bring your dictionary!"

f. Don't move!

g. Don't forget!

h. Don't lie!

i. Don't change!

j. Don't do it!

71. The newspaper ..... by father.

f. Is read

g. Are read

h. Is reading

i. Are reading

j. Is readed

72. The chairs ..... by them.

f. Is moved

g. Are moving

h. Are moved

i. Are sitting

j. Is moving

73. The floor ..... by ana.

f. Is cleaning

g. Are cleaning

h. Are cleaned

i. Is cleaned

j. Were cleaned

74. Yanti : What about the food taste?

Saiful : ..... it is very delicious.

- f. I like it
- g. I hate it
- h. I don't like
- i. I can't eat that food
- j. I'm not kind

75. "We *are* happy to know that"

- f. Are
- g. Were
- h. Was
- i. Is
- j. Am

76. The student hasn't come yet.

- f. Has
- g. Had not
- h. Have
- i. Had
- j. Haven't

77. We – visit – will – museum – afternoon – the – this

- |                  |   |   |   |   |   |   |
|------------------|---|---|---|---|---|---|
| 1                | 2 | 3 | 4 | 5 | 6 | 7 |
| f. 1-2-6-4-3-7-5 |   |   |   |   |   |   |
| g. 1-3-2-6-4-7-5 |   |   |   |   |   |   |
| h. 2-1-5-3-4-7-6 |   |   |   |   |   |   |
| i. 5-1-3-2-6-4-7 |   |   |   |   |   |   |
| j. 1-3-2-7-5-6-7 |   |   |   |   |   |   |

78. She – his – camera – going – is – borrow – to

- |                  |   |   |   |   |   |   |
|------------------|---|---|---|---|---|---|
| 1                | 2 | 3 | 4 | 5 | 6 | 7 |
| f. 2-3-5-6-1-4-7 |   |   |   |   |   |   |
| g. 2-3-5-4-7-6-1 |   |   |   |   |   |   |
| h. 1-5-4-7-6-2-3 |   |   |   |   |   |   |
| i. 1-5-4-2-3-7-6 |   |   |   |   |   |   |
| j. 2-4-5-7-6-1-3 |   |   |   |   |   |   |

79. We are playing around

- f. They said that they played around
- g. They said that they were playing around
- h. They said that they were played around
- i. We said that we are playing around
- j. We said that we were playing around

80. I have been there

- f. He said that he had been there
- g. He said that he has been there
- h. He said that he have been there
- i. He said that I had been there
- j. He said that I have been there

81. Does she read that book?

- f. He asks me whether I read that book
- g. He asked me whether she read that book
- h. He asked me whether she reads that book
- i. He ask me whether she reads that book
- j. He ask me whether she read that book

82. They will come to the party

- f. He said that they will come to the party
- g. He said that they will came to the party
- h. He said that they would come to the party
- i. He said that they would came to the party
- j. They said that they would come to the party

## Key Answer

- |      |       |
|------|-------|
| 1. D | 21. B |
| 2. E | 22. B |
| 3. A | 23. B |
| 4. C | 24. A |
| 5. B | 25. C |
| 6. C | 26. A |
| 7. B | 27. C |
| 8. B | 28. B |
| 9. C | 29. A |

10. C  
11. B  
12. B  
13. C  
14. A  
15. D  
16. C  
17. A  
18. C  
19. D  
20. E

30. C  
31. D  
32. A  
33. B  
34. D  
35. B  
36. C  
37. B  
38. A  
39. C  
40. C

## Appendix 2

### Interview Sheet

No.	Name	Utterances
1.	The researcher	Good afternoon <i>Bapak</i> Suyanto, how are you today? I'm sorry for wasting your time this afternoon.
	Drs. Suyanto, M. Pd. I	Good afternoon, I'm very good. It doesn't matter.
2.	The researcher	<i>Bapak</i> suyanto, I wanna ask you about <i>kejar paket C darissulaimaniyah pesantren</i> . I wanna ask about the operational, the curriculum, the students, etc. firstly, when was <i>kejar paket C</i> of this <i>pesantren</i> is started?
	Drs. Suyanto, M. Pd. I	Ok, it is started in 2002. At that time, the head master is <i>Bapak</i> H. Munir Alm., just then in 2009 until now it is entrusted to me.
3.	The researcher	How many classes of X class?
	Drs. Suyanto, M. Pd. I	This year, there is only a class of X class. It is different by last year where we have 2 classes.
4.	The researcher	Ok, how many students of this class?
	Drs. Suyanto, M. Pd. I	There is 34 students of this class. The class is X class IPS
5.	The researcher	IPS class right?
	Drs. Suyanto, M. Pd. I	Yes, in <i>kejar paket C</i> education of Indonesia we always has IPS class, it is because IPA class is too complicated to study by them who study in <i>kejar paket C</i> especially in <i>salafiyah pesantren</i> . They will hard to understand the material of IPA
6.	The researcher	I see, how about English? Does English taught in this <i>kejar paket</i> ? Who is the teacher's name?
	Drs. Suyanto, M. Pd. I	Of course English is given for them. Although they don't interest enough in English, yet I started to aware them is important subject, and I hope there is something to help them interest in English. This time, I start to train English teacher of this class, Mr. Ma'il.
7.	The researcher	How about the curriculum and the material use?
	Drs. Suyanto, M. Pd. I	The curriculum is same with the general school, KTSP. About the material, usually the students learn a material for <i>kesetaraan</i> final exam only.
8.	The researcher	Yes, I start to remember. They, the students of <i>kejar paket</i> do not have the same final exam of the regular school, students in <i>kejar paket</i> have <i>ujian kesetaraan</i> in final exam. How about the

*Continued*

*Continuation*

No.	Name	Utterances
		question? While u said they have the same curriculum with the regular school, is there the same item of question in <i>ujian kesetaraan</i> with final exam (UAN) of regular school?
	Drs. Suyanto, M. Pd. I	Of course the goal of the exam is same, because <i>kejar paket</i> have the same curriculum with the regular school, but the item of the question is not same, usually the question for <i>ujian kesetaraan</i> is more simple than final exam of regular school.
9.	The researcher	Ok <i>Bapak</i> Suyanto, that's very detail information. I hope that information will help me for completing my thesis as a final duty of my study. Thank you so much for the time, good afternoon.
	Drs. Suyanto, M. Pd. I	You're most welcome. Yes, I hope so. Amin Yra...



### Appendix 3

#### Student's Questionnaire

<i>No</i>	<i>Pertanyaan</i>	<i>Jawaban</i>	
1.	<i>Apakah Anda suka Bahasa Inggris?</i>	<i>Iya</i>	<i>Tidak</i>
2.	<i>Apakah menurut Anda pelajaran Bahasa Inggris itu menyenangkan?</i>	<i>Iya</i>	<i>Tidak</i>
3.	<i>Apakah Bahasa Inggris lebih sulit dari Bahasa Arab?</i>	<i>Iya</i>	<i>Tidak</i>
4.	<i>Apakah menurut Anda pelajaran Bahasa Inggris itu penting?</i>	<i>Iya</i>	<i>Tidak</i>
5.	<i>Apakah pembelajaran Bahasa Inggris di kelas x kejar paket C Pon Pes Darissulaimaniyah menggunakan buku paket?</i>	<i>Iya</i>	<i>Tidak</i>
6.	<i>Apakah pembelajarannya juga menggunakan buku LKS?</i>	<i>Iya</i>	<i>Tidak</i>
7.	<i>Apakah buku Bahasa Inggris yang ada sudah cukup jelas dan mudah dipahami?</i>	<i>Iya</i>	<i>Tidak</i>
8.	<i>Apakah buku Bahasa Inggris yang ada sudah cukup berwarna dan bergambar?</i>	<i>Iya</i>	<i>Tidak</i>
9.	<i>Buku yang lebih berwarna dan bergambar, apakah akan lebih anda sukai? Dan memudahkan anda untuk mempelajari dan memahami bahasa inggris?</i>	<i>Iya</i>	<i>Tidak</i>
10.	<i>Apakah anda mempunyai buku berbahasa Inggris yang lain?</i>	<i>Iya</i>	<i>Tidak</i>
11.	<i>Setujukah/ akan lebih memudahkan untuk memahami kah bagi anda jika antara materi dan soal dipisah dalam buku yang berbeda?</i>	<i>Iya</i>	<i>Tidak</i>
12.	<i>Bagaimana jika di setiap bab ada permainan (games) atau aktifitas yang menarik lainnya?</i>	<i>Iya</i>	<i>Tidak</i>
13.	<i>Bagaimana dengan soal mendengarkan (listening), apakah anda cukup bisa menguasai skill ini?</i>	<i>Iya</i>	<i>Tidak</i>
14.	<i>Apakah anda suka musik?</i>	<i>Iya</i>	<i>Tidak</i>
15.	<i>Bagaimana kalau salah satu tema musik menyajikan section mendengarkan musik sehingga pembelajaran akan lebih menyenangkan dan anda pun akan secara otomatis mendapatkan kosa kata baru dengan cara yang menyenangkan pula? Setujukah anda?</i>	<i>Iya</i>	<i>Tidak</i>
16.	<i>Apakah anda menyukai cerita narrative tentang hewan seperti fable yang menyenangkan?</i>	<i>Iya</i>	<i>Tidak</i>
17.	<i>Apakah anda suka berita olah raga?</i>	<i>Iya</i>	<i>Tidak</i>
18.	<i>Apakah anda suka tema tentang makanan?</i>	<i>Iya</i>	<i>Tidak</i>
19.	<i>Bagaimana dengan bacaan tentang prosedur pembuatan makanan tertentu, apakah menarik bagi anda?</i>	<i>Iya</i>	<i>Tidak</i>
<i>Jumlah</i>			

## Appendix 4

### Students' Score

No	First Test	Second Test
1	64	60
2	68	76
3	64	66
4	70	68
5	74	80
6	70	76
7	72	78
8	80	84
9	76	78
10	70	86
11	78	88
12	68	60
13	64	64
14	54	68
15	46	50
16	86	82
17	74	74
18	68	70
19	66	64
20	76	82
21	70	68
22	82	80
23	84	84
24	62	78
25	70	76
26	80	80
27	70	72
28	66	64
29	68	70
30	80	86
31	74	74
32	72	80
33	70	70
34	64	64
35	58	54
36	82	80

## Appendix 5

### Test items

#### First test

Name :

Class :

Absent :

#### E. Listening

Listen to the DVD and Complete the Following lyric!

A bear, a ....., a ....., a .....

Touch your knees, touch your toes!

An ....., a hippo, a ....., a .....

Touch your eyes, touch your ears. Touch your mouth, touch your nose!

A ....., a ....., a ....., a .....

Say hello, say hello! Wave your hands and say hello!

#### F. Find the name of Sport

A	S	S	W	I	M	M	I	N	G	P	E	S	P
S	B	O	X	I	N	G	Q	S	V	I	D	K	A
O	E	C	P	M	N	P	X	T	O	T	E	A	R
F	S	C	B	P	K	B	V	E	L	R	E	K	S
T	A	E	R	P	I	A	N	A	L	A	O	L	S
U	T	R	S	O	P	D	L	D	E	D	N	U	D
Y	I	T	O	I	T	M	K	C	Y	V	N	T	E
R	N	B	C	Y	F	I	L	X	B	T	T	R	G
L	E	S	X	R	R	N	R	E	A	X	I	R	H
K	L	O	F	O	O	T	B	A	L	L	O	F	U
N	U	Y	T	E	X	O	Q	W	L	A	S	G	T
B	X	S	F	Z	C	N	A	T	I	O	N	D	I
Y	T	O	T	I	L	E	S	S	D	G	H	L	P
X	C	N	M	A	Z	C	B	R	W	Q	Z	A	S

### Key words

- Another word of football.
- Muhammad ali is the legend athlete of this sport.
- One of instrument of the sport is shuttelcock.
- The sport played by eleven player each team.
- This sport is more fun if played on the beach.
- It is closed to swimming pool.

## Second test

Name :

Class :

Absent :

### KOMODO DRAGON



Komodo, or (1)..... called Komodo dragons (*Varanus komodoensis*). Komodo (2)..... the world's largest lizard species that (3)..... on the island of Komodo, Rinca, Flores, GiliMotang, and GiliDasami in Nusa Tenggara.

In the wild, an adult dragon usually weighs around 70 kilograms. The largest verified wild specimen (4)..... 3.13 metres long and weighed 166 kilograms. Komodo dragon (5)..... a tail as long as its body, and around 60 pieces of sharp serrated teeth along about 2.5 cm.

Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. Komodo don't have the sense of hearing, although having the ear hole. (6)..... use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic.

Komodo dragons (7)..... carnivores. It is able to (8)..... its prey using its keen sense of smell, which can locate a dead or dying animal from a range of up to 9.5 kilometres. Komodo dragons (9)..... by tearing large chunks of flesh

and swallowing them whole while holding the carcass down with their forelegs. Komodo have saliva that has deadly bacteria in it. If dragons bite dont directly kill their prey and prey that can escape this pesky generally prey (10)..... die within one week of infection.

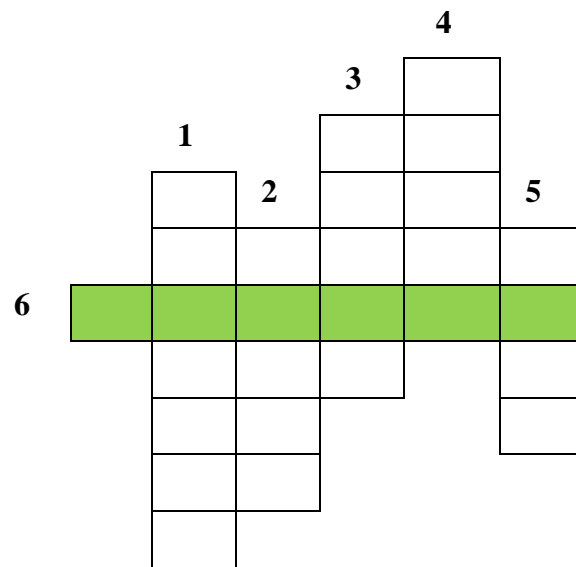
- |     |              |                 |
|-----|--------------|-----------------|
| 32. | k. Common    | l. Being common |
|     | m. Commonly  | n. Are common   |
|     | o. Is common |                 |
| 33. | k. Is        | l. Am           |
|     | m. Are       | n. Be           |
|     | o. Being     |                 |
| 34. | k. Life      | l. Live         |
|     | m. Lives     | n. Living       |
|     | o. Lived     |                 |
| 35. | k. Be        | l. Were         |
|     | m. Being     | n. Are          |
|     | o. Was       |                 |
| 36. | k. Have      | l. Were         |
|     | m. Having    | n. Are          |
|     | o. Has       |                 |
| 37. | k. It        | l. They         |
|     | m. Them      | n. They are     |
|     | o. He        |                 |
| 38. | k. Is        | l. Are          |
|     | m. Am        | n. Were         |
|     | o. Was       |                 |
| 39. | k. Location  | l. Locate       |
|     | m. Locating  | n. Located      |
|     | o. Area      |                 |
| 40. | k. Eat       | l. Ate          |
|     | m. Eats      | n. Eated        |
|     | o. Eaten     |                 |






41. k. Shall  
 m. Will  
 o. Are

- l. Should  
 n. Would

**B. Fun time “What’s the music instrument?”**

**Write name of the music instruments. What are number 6? Draw a picture.**



<p>13)</p> 	<p>14)</p> 	<p>15)</p> 
<p>16)</p> 	<p>17)</p> 	<p>18) ?</p>

## Appendix 6

### Standard and basic competence Kejar paket C second semester of X class

#### Kelas x, semester 2

Standar Kompetensi	Kompetensi Dasar
<p><b>Mendengarkan</b> Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.</p>	<ol style="list-style-type: none"> <li>1. Merespons makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyuruh, melarang, berterimakasih, memuji, dan mengucapkan selamat.</li> <li>2. Merespons makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa suka dan tidak suka, terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan.</li> </ol>
<p>Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari</p>	<ol style="list-style-type: none"> <li>1. Merespons makna yang terdapat dalam teks fungsional pendek sederhana (misalnya pengumuman, iklan, undangan, dll) resmi dan tak resmi secara akurat, lancar, dan berterima dalam berbagai konteks kehidupan sehari-hari.</li> <li>2. Merespons makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan resmi dan tak resmi secara akurat, lancar, dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i>.</li> </ol>
<p><b>Berbicara</b> Mengungkapkan makna dalam percakapan transaksional dan</p>	<ol style="list-style-type: none"> <li>1. Merespons makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak</li> </ol>

*Continued*



*Continuation*

<b>Standar Kompetensi</b>	<b>Kompetensi Dasar</b>
Interpersonal dalam konteks kehidupan sehari-hari	<p>resmi secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyuruh, melarang, berterimakasih, memuji, dan mengucapkan selamat.</p> <p>2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa suka dan tidak suka, terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan.</p>
Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>anarrative</i> , <i>descriptive</i> , dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari.	<p>1. Mengungkapkan makna yang terdapat dalam teks fungsional pendek sederhana (misalnya pengumuman, iklan, undangan, dll) resmi dan tak resmi secara akurat, lancar, dan berterima dalam berbagai konteks kehidupan sehari-hari.</p> <p>2. Mengungkapkan makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan resmi dan tak resmi secara akurat, lancar, dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i>.</p>
<p><b>Membaca</b> Memahami makna dalam teks fungsional pendek dan esai sederhana berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.</p>	<p>1. Merespons makna yang terdapat dalam teks fungsional pendek sederhana (misalnya pengumuman, iklan, undangan, dll) resmi dan tak resmi secara akurat, lancar, dan berterima dalam berbagai konteks kehidupan sehari-hari.</p> <p>2. Merespons makna dalam langkah-langkah retorika dalam esai sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news</i>.</p>

*Continued*

*Continuation*

<b>Standar Kompetensi</b>	<b>Kompetensi Dasar</b>
<p><b>Menulis</b> Mengungkapkan makna dalam teks fungsional pendek dan esai sederhana berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.</p>	<ol style="list-style-type: none"><li data-bbox="762 376 1372 600">1. Mengungkapkan makna yang terdapat dalam teks fungsional pendek sederhana (misalnya pengumuman, iklan, undangan, dll) resmi dan tak resmi secara akurat, lancar, dan berterima dalam berbagai konteks kehidupan sehari-hari.</li><li data-bbox="762 600 1372 851">2. Mengungkapkan makna dalam langkah-langkah retorika dalam esai sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i>.</li></ol>