



ENGLISH EDUCATION DEPARTMENT IAIN KEDIRI

# XI- Semester 1

## BAHASA INGGRIS SMA/MA XI



Penyusun:

1. Miska Khitami
2. Reza Estu Prasetio
3. Lailatul Anggraini

Editor:

Lailatus Sa'diyah

XI- Semester 1

## Words of the Author

Dear teachers,

In Indonesia, curriculum development is fairly active. The requirement to always incorporate the most recent references is crucial. In the following, we have created a teaching module for junior high and high school English classes. Despite the fact that this module is not yet complete, we hope that what has been assembled might serve as a resource for useful student teaching resources.

This Teaching Module includes lesson ideas and exercises to assess students' proficiency with this module.

All of the writers hope that the included lesson plans and resources might be utilized as references for more effective classroom practice.

The writers express gratitude to Mrs. Ima Fitriyah, who directed the development of this instructional module, as well as the editors, design templates, and those who submitted the instructional module to Guru Berbagi.

We are aware of the numerous flaws in the production of this module; thus, any ideas from our valued readers would be greatly appreciated. Thanks.

The authors.



ENGLISH EDUCATION DEPARTMENT IAIN KEDIRI

# XI- Semester 1

## BAHASA INGGRIS Suggestions & Offers, Opinions and Thoughts



Penyusun:

Miska Khitami

XI- Semester 1

**1. INFORMASI UMUM**

1. Kode Modul Ajar	-
2. Kode ATP Acuan	-
3. Nama Penyusun/Institusi/Tahun	Miska khitami/ IAIN Kediri/ 2022
4. Jenjang Sekolah	SMA
5. Fase/Kelas	F/ 11
6. Domain/Topik	Menerapkan fungsi sosial struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran, tawaran, pendapat dan pikiran.
7. Kata Kunci	Should, Can, I think, I suppose, in my opinion
8. Pengetahuan/Keterampilan Prasyarat	Berbicara, Menulis-Mempresentasikan
9. Alokasi waktu (menit)	45 menit x 4JP (90 menit)
10. Jumlah pertemuan	2 pertemuan
11. Capaian Pembelajaran	Pada akhir Fase F, peserta didik dapat menggunakan teks lisan, tulisan dan visual seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik dalam Bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya.

12. Moda Pembelajaran	<ul style="list-style-type: none"><li>• Tatap Muka <sup>TM</sup></li></ul>
13. Metode Pembelajaran	<ul style="list-style-type: none"><li>• Genre-based approach</li></ul>
14. Sarana Prasarana	<ul style="list-style-type: none"><li>- Komputer</li><li>- Internet</li><li>- LCD Proyektor/ Papan Tulis</li></ul>
15. Target Peserta Didik	Peserta didik regular
16. Karakteristik Peserta Didik	<ul style="list-style-type: none"><li>• Mandiri: Dapat memahami materi pembelajaran dengan membaca mandiri</li><li>• Kreatif: Membuat teks dengan ide yang meliputi penggunaan unsur kebahasaan tindakan memberi dan meminta informasi terkait saran, tawaran, dan pendapat dan pikiran.</li><li>• Berfikir kritis: Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.</li></ul>

## 2. KOMPONEN INTI

### A. Tujuan Pembelajaran

- F1. Mengidentifikasi fungsi sosial dari teks saran dan tawaran, pendapat dan pikiran.
- F2. Mengidentifikasi fungsi sosial dari teks saran dan tawaran, pendapat dan pikiran.
- F3. Menyebutkan struktur teks yang terbagi menjadi expressing to suggest, to offer, to ask, to give information about opinions and thoughts.
- F4. Membedakan unsur kebahasaan yang mengungkapkan suggestions and offers, opinions and thoughts.
- F5. Menyusun teks interaksi transaksional lisan dan tulis dalam tindakan memberi dan meminta informasi terkait saran dan tawaran, pendapat dan pikiran.

### B. Pemahaman Bermakna

Informasi yang hendak kita dapat atau berikan kepada seseorang dapat dilakukan dalam berbagai bentuk tindakan. Yaitu ketika memberi dan meminta saran dan tawaran. Serta dalam memberi dan meminta informasi juga perlu adanya kegiatan memberi dan meminta pendapat dan pikiran terhadap isu suatu hal yang tentunya melibatkan penerapan fungsi sosial dan unsur kebahasaan sesuai konteks.

### C. Pertanyaan Pemantik

- Apa yang sering diucapkan ketika memberi atau menawarkan sesuatu?
- Apa yang sering diucapkan ketika memberi atau meminta saran?
- Apa yang dilakukan ketika meminta dan memberi informasi terkait pendapat dan pikiran?
- Apa saja struktur bahasa yang dapat digunakan untuk meminta dan memberi pendapat dan pikiran?

### D. Kegiatan Pembelajaran

## Pertemuan ke-1

### Pre-activities

1. Teacher greets students and calls one by one to take students' attendance list.
2. Teacher explains learning objectives to be achieved.
3. Teacher gives explanation in short about Problem Based Learning model.
4. Teacher gives brainstorming.

**Main Activities**

1. A student are asked to read aloud a text containing asking and giving information about suggestions and offers.
2. Students are asked to identify social function of asking and giving information about suggestions and offers.
3. Students are asked to categorize generic structure used in the text for which expressing suggestions and offers.
4. Students are asked to differentiate of the use in asking and giving information about suggestions and offers.
5. Students are asked to construct an interactive text containing asking and giving information about suggestions and offers.

**Post Activities**

1. Students are given tasks and evaluation
2. Teacher and students pray to close the course together

**Pertemuan ke-2****Pre-activity**

1. Teacher greets students and calls one by one to take students' attendance list.
2. Teacher explains learning objectives to be achieved.
3. Teacher gives explanation in short about Problem Based Learning model.
4. Teacher gives brainstorming.

**Main Activities**

1. A student are asked to read aloud a text containing asking and giving information about opinions and thoughts.
2. Students are asked to identify social function of asking and giving information about opinions and thoughts.
3. Students are asked to categorize generic structure used in the text for which expressing opinions and thoughts.

4. Students are asked to differentiate of the use in asking and giving information about opinions and thoughts.
5. Students are asked to construct an interactive text containing asking and giving information about opinions and thoughts.

### Post Activities

1. Students are given tasks and evaluation
2. Teacher and students pray to close the course together

<b>Oral Poster Presentation Rubric</b>			
	Excellent	Proficient	Needs Improvement
<b>Content</b>			
<b>Structure &amp; Organization</b>			
<b>Time &amp; Pacing</b>			
<b>Posture</b>			
<b>Eye Contact</b>			
<b>Clear &amp; Audible Voice</b>			
<b>Visual Aid</b>			
<b>Comments</b> .....			

### E. Asesmen

1. Formatif
  - Mengerjakan Exercises
  - Menceritakan secara jujur apa yang dipahami dan tidak dipahami tentang materi serta rencana untuk mengatasi kesulitan yang dialami.
2. Sumatif
  - Mengerjakan soal di akhir pembelajaran



LAMPIRAN

A. Related Material

MEETING 1

Pre Activity

This is an overview of some materials to give you little understanding about asking and giving suggestions and offers. Please try to practice this conversation with your pairs!

Conversation 1

Jane : Hi John.  
 John : Hi, Jane. What are you doing?  
 Jane : Nothing much. Would you like to go to movies?  
 John : I would love to, but not right now.  
 Jane : How about in the afternoon?  
 John : Great! What movie do you want to watch?



Jane : Let’s watch “Ring”.  
 John : I would rather not. I am not much into horror movies. How about Peanuts?  
 Jane : Ok. Let’s go. When do you want to go?  
 John : 4 o’clock show.  
 Jane : It sounds good. Okay, see you then!  
 John : Okay, see you!

From the conversation above, what kind of interactional transaction done between those people? Write your answer below

.....

Source: Kemendikbud (Mahruk Bashir, 2017)

**Conversation 2**

Practice this conversation with your pair!

Jane : Hello, Jane.

Siti : Hi, Siti.

Jane : You look tired. What is going on to you?

Siti : I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.

Jane : Would you like any help?

Siti : Yes, please. I would really appreciate it.

Jane : Tell me what I can do for you and I will start right away.

Siti : Thank you! You are an angel.

From the conversation above, what kind of interpersonal transaction is going on in the conversation? Write your answer below

.....

After practicing two interpersonal transactions above, you have known and understood which conversation talks about suggestion and which another talks about offers.

**SUGGESTING AND OFFERING**

**LET'S SEE HOW SUGGESTIONS ARE MEANT TO BE FOR!**

Social function: to facilitate interpersonal communication between different people

**Suggest** means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration

**Suggestions** are abstract and can be in form of solutions, advice, plan, and idea. It can be accepted or refused

### Expression/Gambits

**When making suggestions, we often use the following expressions**

Let's .....

Why don't we .....

We could .....

What about .....

How about .....

I suggest that .....

You might want to change .....

I think .....

I don't think ....

**Let's take a look at the sentence structure to suggest something!**

Sentence structure to suggest something			
Subject	Verb	That	Object
<b>I</b>	suggest	that	he cleans his room.
<b>We</b>	recommend		she reads "The Hunger Games".
<b>I</b>	propose	that	a report should be sent in.
<b>I</b>	put forward	that	we work together on this.
<b>We</b>	advise	that	he works hard.
<b>I</b>	advocate	that	we support them in every way possible

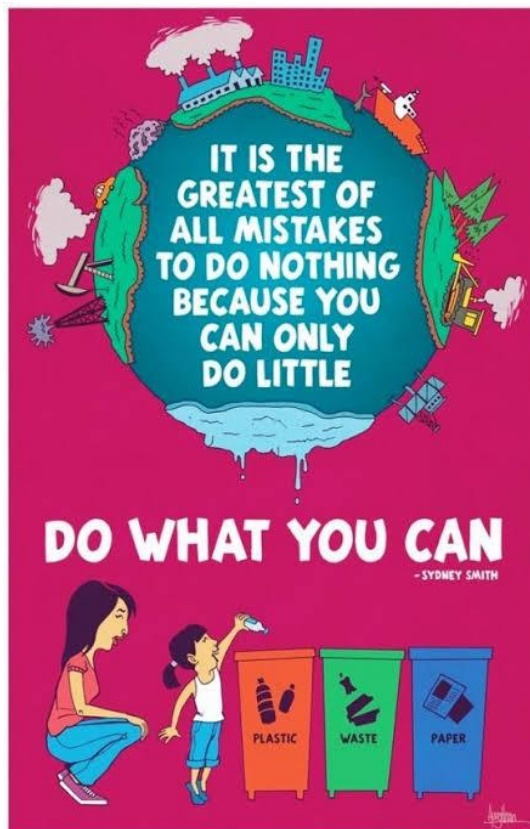
### Let's take a look at responding suggestion!

<b>Responding to Suggestion</b>		
<b>Making Suggestions</b>	Accepting Suggestions	Declining Suggestions
Let's go to movies.	Yes, let's go.	No, thank you. I do not feel like going.
Why don't you do your homework before going out?	Ok, I will.	Sorry, I think I will go out first and then do my homework.
How about going to Sam's place first and then to the supermarket?	Yes, let's go. It is a good idea.	No, let's just go to the supermarket.
I think you should go and meet her.	Ok, If you say so.	Sorry, I can't. I have previous engagement.

## MATERIALS UNDERSTADING

This is the example of suggestion poster about saving world to be clean and healthy.

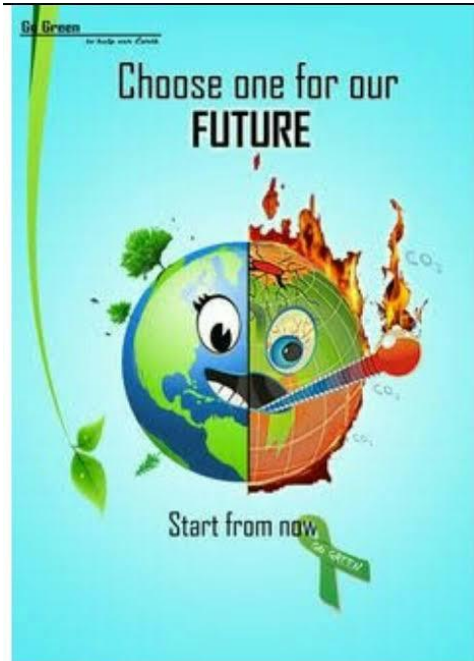
Answer this question based on your understanding of the poster beside. **What is suggested to us according to the poster?**



.....

.....

.....



According to the poster, what is suggested to do?

.....

.....

.....

.....

**LET’S SEE HOW OFFERS ARE MEANT TO BE FOR!**

**Offer** means to give something physical or abstract to someone, which can be taken as a gift or a trade.

Social function: to facilitate interpersonal communication between different people

**Suggestions** can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

**Expression/Gambits**

**When making offers, we often use the following expressions**

May I .....?

Can I .....?

Shall I .....?”

Would you .....?

How about I.....?

<b>Responding to Offers</b>		
<b>Making Offers</b>	<b>Accepting Offers</b>	<b>Declining Offers</b>
Can I help you?	Yes, please. I really appreciate it.	Its okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.

Would you like another helping of cake?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.
How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

### Sentence structure to offer something

Modal Verb	Subject	Object
Would	you	care for another cup of tea?
Shall	we	take you there?
Could	I	offer you something?
Will	you	have tea with me?



## MEETING 2

### Pre Activity

Asking for and giving opinion and its responses are very common expression. Do you know what is meant to be an opinion?

Let's take a look a conversation between 2 friends below. Read aloud so you are able to train how to read a text by good intonation and clear pronunciation.

<http://olahwarta.blogspot.com>

Bima : Do you like watching 'Indonesian Idol'?

Sadewa : Right. I never miss this reality show. I think it is the best reality show and it has fascinated many fans around the nation.



Bima : I think so. No one can deny that Indonesian Idol is the one of the many talent search show. I believe it becomes one of the most popular shows in the history of Indonesian television. What's your view?

Sadewa : I suppose this reality show has not fully succeeded in reaching its main goal. If you take an objective look at a number of the winners, you'll see that some of them are not yet able to survive in the Indonesian music industry.

Bima : I know what you mean. Some of them are not able to fill the most basic requirement which is to sing properly. Well, what do you think about it?

Sadewa : Are they?

Bima : Actually I don't know much about music industry so I'd rather not to say anything about it.

Sadewa : Well, neither do I.

*An opinion is the way you feel or think about something. Our opinions about something or someone are based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion.*

From the dialogue above, we are able to get attention at how to ask and give information related to opinions and thoughts. These are some expressions used above. Look at table below!

Asking for someone's opinion	Giving your opinion	Saying you have no opinion	Avoiding giving an opinion
What's your view?	I <b>think</b> it is the best reality show that has fascinated many fans around the nation	I <b>really don't have opinion about</b> it	<b>Actually I don't know much about</b> music industry so I'd rather not say anything about it
What's your opinion?	I <b>believe it becomes</b> one of the most popular shows in the history of Indonesian television	I <b>don't know</b> what to say	Do you think so?
Do you have any opinion on Indonesian Idol?	I <b>suppose this</b> reality show has not fully succeeded in reaching its main objective	No opinion	That's your opinion, is it?
What do you think of Indonesian Idol?	<b>In my opinion,</b> some of the winners are not able to fill the most basic requirement which is to sing properly	I <b>really couldn't</b> say anything about it	<b>Are they?</b>

### Let's look at the sentence structure to express opinions

Sentence structure to offer something		
Subject	Verb	Object
I	agree	with what you are saying.
We	believe	this is not the right way to handle things.
I	reckon	this could be right considering the reasons you have provided.
I	agree	that I didn't look at it from this perspective.
I	doubt	that this is possible
We	assume	you are biased on this issue.
I	don't agree	with you
I	think	you are mistaken
I	think	so too.

**Expressions (Personal Point of View)**

Personally, I think .....

I think .....

By this I mean ..

As I understand .....

In my experience .....

What I mean is .....

I strongly believe that ..

In my opinion .....

As far as I am concerned

From my point of view .....

I reckon .....

As I see it .....

To my mind .....

I'd like to point out that

I am compelled to say .....

In my humble opinion .....



**Expressions (Personal Point of View)**

While some people believe	Most people do not agree ..	Generally it is accepted ..
	Almost everyone ..	The majority disagree with ..
	Some people say that ..	The majority agree with ..
	Some people believe ..	It is sometimes argued ..
	Of course, many argue ..	It is considered ..

Agreeing with an opinion
<b>I agree with what you are saying but have you ever ...</b>
<b>I couldn't agree more.</b>
<b>I agree with this opinion.</b>
<b>This is absolutely right.</b>
<b>Of course.</b>
<b>I agree, I never thought of that.</b>
<b>Neither do I.</b>
<b>That's a good point.</b>
<b>I think so too.</b>

Disagreeing with an opinion
<b>By this I mean ...</b>
<b>I do not believe that.</b>
<b>I am afraid I have to disagree with you.</b>
<b>I don't agree with you.</b>
<b>I am not sure I agree with you.</b>
<b>I'm sorry, I don't agree with you.</b>
<b>I disagree with you.</b>
<b>I think you are wrong.</b>
<b>That's not the same thing at all.</b>
<b>It is not justified to say so.</b>
<b>I'm not convinced that ..</b>
<b>I can't say I agree with this, and here's why ..</b>

## B. Exercises



### MEETING 1

#### Let's practice

1. Hello Nura, Is there anything ..... do for you?
  - a. I
  - b. We
  - c. Can I

- d. would I
2. Nadia: I need to sleep earlier since my eyes will be more minus to see at night.  
Fara : Oh no. So ..... just go to your bed?
- a. What about
  - b. Why don't you
  - c. Shall I
  - d. Let's
3. Nayra: what I am thinking about now is what I will do when my mother comes here seeing his vase is broken!  
Vena: Please, not to overthink to move on. Let me think , ..... saying that your cat has just been chased by the dog? And the cat is the suspect.
- a. I suggest that
  - b. How about you
  - c. How about
  - d. I suggest
4. .... to run over 20 minutes. It will make you feel better.
- a. You need
  - b. I advise
  - c. You could
  - d. I think
5. Verly : I have done my cleaning just now. But I have still got anger from my dad.  
Renata : ..... ask him the reason?
- a. I propose
  - b. Shall us
  - c. I'll do
  - d. Why don't you
6. .... like me to pick your cat up from pet shop?
- a. Let's
  - b. I think
  - c. Would you
  - d. How about

7. Jeni : Today, in the evening. My crush will go here to ask me for dating. What will I wear to meet him?  
Sonia : ..... that you are more beautiful to wear pinky girl outfit.
- I don't think
  - I think**
  - How about
  - Let's
8. Aura : I am so hungry  
Celine: ..... get you something to eat?
- Can I**
  - Why don't
  - How about
  - What about
9. Kayla: I am studying at school right now. I must call my mom. But I don't think I can do it.  
Fera : ..... like any help?
- Can I
  - Would you**
  - How about
  - Will you
10. .... Do the washing. If you like.
- Can I
  - I'll do**
  - Would you
  - Let's



## Formative Assessment

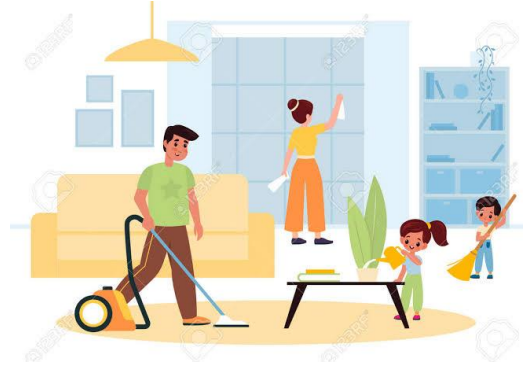
### Exercise

#### Oral Practical Assignment

Choose one of the following activities for your project



(Cooking Cookies)



(Cleaning Jobs at Home)



(Weekdays Activities)

1. With a partner. Construct interpersonal transaction using the pictures containing asking and giving information related to suggestions and offers based on each of the pictures; picture 1 (what shape cookies will be made), picture 2 (dividing cleaning job at home), and picture 3 (activities done in weekdays). Present your work to be spoken and expressed in front of class with your pair.

2. Work in your pair to exchange experience during COVID 19, give suggestions what activities good to be done at home. Draw a poster to be presented in class with your information got in the form of dialogue with your pair.

### I can do this

#### Complete these statements

1. The most interesting thing I learned in this chapter was .....
2. The part I enjoyed most was .....
3. I would like to find more about .....
4. The hardest part in this chapter was .....
5. I need to work harder at .....

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The interpersonal transactions were easy to understand					
I can tell the difference between offer and suggestion					
I could write a dialogue between two people					
<b>My plan to overcome the difficulties of this chapter</b>					

## MEETING 2

### Let's Practice

#### A. Fill in the blanks using the opinion given in the box below

Totally agree, opinion, am concerned, strongly believe, believe that, strongly

1. I ..... with you using masker doesn't need to be obeyed by people who are healthy.
2. I feel ..... about this issue.
3. Most people ..... drinking ice while sweating at the same time causes hypothermia.
4. As far as I ....., I will not support vaccinating in my school.
5. I ..... the cost of cooking oil must be as same as before now.
6. It is all right if you don't agree with me but I have every right to my .....

### What to do

#### Formative Assessment

1. Take a look some issues below! Give your idea and write down here!

##### 1<sup>st</sup> Issue

#### Crimes in Cities

Crime is a serious problem in big cities and it is getting worse every year. This is what police departments around the country said in their reports last week. The streets are more dangerous. You may not even be safe in your own house.

I think so too. I believe the  
government.....

I agree. I think it is not easy to overcome the problem  
but.....

I don't think so. I believe it is only in some big cities  
because.....

I can't say agree with that. I think police.....

**2<sup>nd</sup> Issue**

**The Use of Mobile Phones by Students**

In the last few years, there has been an explosion in the use of new communication technologies, including mobile phones; it is estimated that over 70% of young people aged 10 to 14 now own mobile phones. Considerable debate has taken place in the press recently as to whether pupils should be allowed to take their mobile phones to school.

By this I mean .....

To my mind .....

In my humble opinion .....

I strongly believe that .....

**I can do this**

**Complete these statements**

2. The most interesting thing I learned in this chapter was .....
3. The part I enjoyed most was .....
4. I would like to find more about .....
5. The hardest part in this chapter was .....
6. I need to work harder at .....

**Read the statements below and tick (✓) the option that is most applicable to you.**

Definitely    Yes    Maybe    No    Not at  
all

The conversation was easy to understand.

I know how to express  
opinions.

I could write a dialoge

---

**My plan to overcome the difficulties of this chapter**

---

## B. Glosarium

Offer	: Tawaran
Suggest	: Saran
Recommend	: Merekomendasikan
Propose	: Mengusulkan
Put forward	: Mengajukan
Advise	: Menasehati
Advocate	: Menganjurkan
Opinion	: Pendapat
Agree	: Setuju
Don't agree	: Tidak setuju
Believe	: Percaya
Reckon	: Menganggap
Doubt	: Ragu
Assume	: Menganggap
Think	: Berfikir
Don't think	: Tidak berfikir

### C. Daftar Pustaka

Mahrukh Bashir. (2017). *BAHASA INGGRIS SMA/MA/MAK XI* (2nd ed.). Kementerian Pendidikan dan Kebudayaan.

Sudarwati & Eudia Grace. (2014). *PATHWAY TO ENGLISH 2*. Penerbit Erlangga.

<https://m.apdut.com/coretan/post/poster-suggestion/>



ENGLISH EDUCATION DEPARTMENT IAIN KEDIRI

# XI- Semester 1

## BAHASA INGGRIS ANALYTICAL EXPOSITION TEXT SMA/MA XI



Penyusun:

Reza Estu Prasetio

XI- Semester 1

**1. INFORMASI UMUM**

1. Kode Modul Ajar	-
2. Kode ATP Acuan	-
3. Nama Penyusun/Institusi/Tahun	Reza Estu Prasetio / IAIN Kediri / 2021 – 2022
4. Jenjang Sekolah	SMA / MA / SMK / SEDERAJAT
5. Fase/Kelas	F / XI (Sebelas)
6. Domain/Topik	Membedakan, menangkap makna, dan menyusun <i>Analytical Exposition Text</i>
7. Kata Kunci	<i>Analytical Exposition Text</i>
8. Pengetahuan/Keterampilan Prasyarat	<i>Writing</i>
9. Alokasi waktu (menit)	4 X 45 Menit (180 Menit)
10. Jumlah Pertemuan (JP)	2 JP
11. Modal Pembelajaran	Tatap muka
12. Metode Pembelajaran	1) Scientific Approach 2) Discovery Learning 3) Tanya jawab, diskusi, dan mengerjakan soal
13. Sarana Prasarana	1) <b>Media:</b> Laptop, LCD Proyektor, Papan Tulis, Spidol. 2) <b>Sumber belajar:</b> Buku paket/LKS, Video Youtube.
14. Target Peserta Didik	Reguler



15. Karakteristik Peserta Didik	Siswa regular yang aktif berdiskusi dalam kegiatan pembelajaran dan bernalar kritis serta mampu menulis <i>Analytical Exposition Text</i> dengan mandiri dan tidak pantang menyerah.
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## 2. KOMPONEN INTI

### A. Tujuan Pembelajaran

F3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitik lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya

F4 Menangkap makna secara konstektual terkait fungsi sosial, stuktur teks dan unsur kebahasaan beberapa teks eksposisi analitik lisan dan tulis dengan memberi dan meminta informasi terkait isu actual

F5 Menyusun teks eksposisi analitik tulis terkait isu actual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan konteks

### B. Pemahaman Bermakna

*Analytical Exposition Text* atau teks eksposisi analitik termasuk teks jenis *Argumentation Text*. *Analytical Exposition Text* merupakan jenis teks yang banyak dijumpai dalam bacaan sehari-hari walaupun tidak semua orang tau bahwa yang dibaca itu sebenarnya adalah jenis teks ini. *Analytical Exposition Text* merupakan jenis teks yang berisikan pendapat-pendapat mengenai sesuatu baik benda, tempat, atau kejadian.

### C. Pertanyaan Pemantik

- Apa yang kamu ketahui tentang *Analytical Exposition Text*?

### D. Kegiatan Pembelajaran

#### 1) Kegiatan Pembelajaran

#### PERTEMUAN PERTAMA

Tahap Pembelajaran	Kegiatan Pembelajaran
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>3. Guru memberi informasi mengenai tujuan pembelajaran</li> </ol>
Kegiatan Inti	<ol style="list-style-type: none"> <li>1. Guru membagi atau membuat kelompok untuk peserta didik.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang akan dipelajari dengan cara mengamati video yang berhubungan dengan materi. Berikut link Youtube tentang <i>Analytical Exposition Text</i> : <a href="https://youtu.be/XRmpgQdkSz8">https://youtu.be/XRmpgQdkSz8</a></li> <li>3. Peserta didik secara individu menulis rangkuman dari video yang telah ditampilkan.</li> <li>4. Peserta didik secara berkelompok menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks recount dalam grup.</li> <li>5. Setelah melakukan diskusi kelompok, guru mengarahkan peserta didik untuk mempresentasikan hasil diskusinya didepan kelas, dan peserta didik secara individu menulis hasil diskusi yang disampaikan temannya.</li> <li>6. Peserta didik diberikan sebuah LKPD dan peserta didik mencari dan mengumpulkan informasi tentang fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks eksposisi analitik. Hingga pada akhirnya peserta didik menemukan informasi terkait teks eksposisi analitik</li> <li>7. Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis hasil jawaban dan menyamakan persepsi tentang materi yang dipelajari.</li> </ol>
Kegiatan Penutup	<ol style="list-style-type: none"> <li>1. Guru memberikan feedback tentang materi teks eksposisi analitik</li> <li>2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.</li> <li>3. Guru dan peserta didik berdoa bersama untuk mengakhiri pembelajaran.</li> </ol>

**PERTEMUAN KEDUA**

<b>Tahap Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam dan mengajak berdoa'a sebelum pembelajaran dimulai.</li> <li>2. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan.</li> <li>3. Guru mengecek kehadiran peserta didik.</li> <li>4. Guru memberi apersepsi tentang materi yang akan dipelajari.</li> <li>5. menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini.</li> <li>6. Guru menyampaikan garis besar cakupan materi yang dipelajari.</li> <li>7. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.</li> </ol>
Kegiatan Inti	<ol style="list-style-type: none"> <li>1. Guru bersama peserta didik mengingat kembali terkait materi yang sudah disampaikan.</li> <li>2. Guru menyampaikan lanjutan materi pada pertemuan pertama.</li> <li>3. Peserta didik menanggapi secara lisan terkait undangan resmi.</li> <li>4. Guru memberi tugas individu untuk membuat teks exposisi analitik.</li> <li>5. peserta didik membuat teks exposisi analitik pada kertas folio</li> <li>6. peserta didik mengumpulkan teks eksposisi analitik kepada guru.</li> </ol>
Kegiatan Penutup	<ol style="list-style-type: none"> <li>1. Guru memfasilitasi peserta didik untuk menyampaikan kelebihan dan kekurangan peserta didik dalam memahami materi teks exposisi analitik.</li> <li>2. Guru dan peserta didik berdoa'a bersama untuk mengakhiri pembelajaran.</li> </ol>

## 2) Instrument Penilaian

### a) Sikap (Penilaian Observasi)

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum.

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1		75	75	75	75	300	75	B
2		....	....	....	....	....	....	....
3		....	....	....	....	....	....	....
Dst		....	....	....	....	....	....	....

Keterangan:

- BS: Bekerja Keras
- JJ : Jujur
- TJ : Tanggung Jawab
- DS: Disiplin

Catatan:

1) Aspek perilaku dinilai dengan kriteria:

100 = Sangat baik

75 = Baik

50 = Cukup

25 = Kurang

2) Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$

3) Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai =  $300 : 4 = 75$

4) Kode nilai / predikat:

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

5) Format diatas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

### b) Penilaian Pengetahuan

*Tabel Penilaian Aspek Pengetahuan*

No	Aspek yang Dinilai	Kriteria		Skor	Skor
				1-5	1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	-
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Stuktur teks yang digunakan cukup		3	2
		Stuktur teks yang digunakan kurang runtut	Stuktur teks yang digunakan hampir tidak runtut	2	1
		Stuktur teks yang digunakan tidak runtut		1	-
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2

		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	-
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	-

**c) Rubrik untuk Penilaian Unjuk Kerja**

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Simulasi	Fungsi sosial tidak tercapai, struktur, dan unsur kebahasaan tidak tepat	Fungsi sosial kurang, struktur, dan unsur kebahasaan kurang tepat	Fungsi sosial tercapai, struktur, dan unsur kebahasaan tepat
Presentasi / Hasil Diskusi	Tidak lancar, topik kurang jelas, tidak mencatat hasil diskusi	Lancar, topik jelas, menunjukkan catatan hasil diskusi tetapi kurang lengkap	Sangat lancar, topik jelas, menunjukkan catatan hasil

			diskusi yang lengkap
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Keterangan:

**MAHIR** mendapat skor 3

**MEMUASKAN** mendapat skor 2

**TERBATAS** mendapat skor 1

### **E. Assessment**

- 1) Teknik Penilaian
  - a. Pengetahuan : Lembar Kerja Peserta Didik
  - b. Keterampilan: Membuat teks Analytical Exposition
  - c. Sikap : Observasi/pengamatan terhadap kerja kelompok
- 2) Instrumen Penilaian
  - a. Pengetahuan : Isian singkat dan uraian
  - b. Keterampilan: Rubrik penilaian menulis
  - c. Sikap : Lembar observasi



**LAMPIRAN****A. Materi****TEXT ANALYTICAL EXPOSITION*****Apa itu analytical exposition?***

Pengertian atau definisi analytical exposition text sebenarnya sangat mudah dipahami. Secara bahasa, “analytical” bermakna, “examining or liking to examine things very carefully” (Cambridge). Artinya, (suka memeriksa / menguji sesuatu secara hati-hati). Sedangkan makna exposition adalah “a comprehensive description” atau penjelasan secara luas.

Dengan demikian, pengertian analytical Exposition bisa dipahami sebagai text yang mencoba memberikan penjelasan secara komprehensif tentang suatu masalah dengan menampilkan pendapat-pendapat pendukung secara hati-hati.

Tujuan utama analytical exposition text ini adalah, “to attempt to persuade the reader to believe something by presenting one side of the argument.” Artinya mencoba meyakinkan pembaca agar mempercayai sesuatu dengan memberikan satu sisi pendapat saja.”

Teks ini termasuk dalam argumentative text karena menunjukkan suatu pendapat (argumen) terhadap sesuatu. Fungsi sosialnya adalah untuk meyakinkan pembaca bahwa topik yang dihadirkan adalah topik yang penting untuk dibahas.

**Berikut adalah struktur textnya:****1. Thesis**

Pada bagian thesis ini, penulis harus memberitahu pembaca tentang topik utama yang akan ditulisnya. Thesis biasanya bisa ditemukan di paragraf pertama teks. Di bagian ini, pembaca juga bisa melihat mengapa penulis memberikan pendapat terhadap hal yang menjadi topiknya.

**2. Arguments**

Di paragraf selanjutnya, kita bisa menemukan bagian arguments. Penulis akan menuliskan pendapat untuk mendukung topik utama yang telah disampaikan sebelumnya. Biasanya dalam analytical exposition terdapat lebih dari dua argumen. Semakin banyak

argumen yang ditampilkan, pembaca akan semakin percaya bahwa topik yang dibahas adalah topik yang penting atau membutuhkan perhatian.

### 3. Reiteration/Conclusion

Bagian ini selalu terletak di akhir teks dan menjadi paragraf penutup tulisan. Reiteration berisi penegasan kembali posisi dan pendapat penulis terhadap topik utama.

Perhatikan contoh *analytical exposition text* dibawah ini:

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.	} Thesis
<p>Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.</p> <p>Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.</p> <p>Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.</p>	} Argumentation
In conclusion, cars should be banned from the city for the reasons listed.	} reiteration/ conclusion

#### Kaidah Kebahasaan *analytical exposition text*, sebagai berikut:

1. Penulisan *analytical exposition text* menggunakan **simple present tense**. Mengapa menggunakan tenses ini adalah karena teks eksposisi merupakan teks yang menyampaikan pendapat yang bersifat umum dan merupakan fakta.
2. Menggunakan *thinking verb*/kata-kata yang mengekspresikan pikiran atau perasaan penulis, contohnya: *experience, feel, know, realize, sense, think*, dll.
3. Menggunakan *internal conjunction* yaitu kata penghubung yang menghubungkan argumen di antara dua klausula. *Internal conjunctions* dapat dibagi menjadi empat kategori, yaitu
  - (1) *Addition* (penambahan) contohnya *besides, in addition, further*.

- (2) *Comparisons* (perbandingan), seperti *but, vice versa, meanwhile, on the other hand*.
- (3) *Time* (waktu), misalnya kata *second, then, then, next*.
- (4) *Cause-effect* (akibat). Contoh katanya antara lain *consequence, as a result, so, the result*.

**Perhatikan penggunaan *simple present tenses, thinking verb, dan internal conjunction* sebagai ciri khas dari teks eksposisi analitik.**

I strongly **believe** that mobile phones are necessary. My reasons for this belief are that these phones are convenient for business people who travel a lot, and they are handy for emergencies.

**To begin with**, mobile phones are necessary in the case of emergencies. **For instance**, if you fall down a set of stairs in a building and are badly injured and can't reach a pay phone, it is handy to have one to use. Or, if your car breaks down in the middle of the night in a strange neighbourhood, it would be dangerous to leave it in search of a public phone booth.

**My other main reason** is that mobile phones are convenient for business people. **For example**, if you are out of the state or even overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. You can even send faxes or messages and use the internet with your mobile.

**In conclusion**, I **believe** that mobile phones have now become a necessary part of every day life. Instant communication will ensure that information can be passed on with a simple press of a button. **Whether** this is to do with business or personal information or emergencies, it goes to show that they are necessary in the new millennium.

Perhatikan bahwa hampir seluruh kalimat dalam teks adalah dalam bentuk *simple present tense* yang dicirikan dengan penggunaan kata kerja atau *verb I*. Kata yang ditebalkan (*to begin with, for instance, my other main reason, whether dan in conclusion*) adalah kata sambung atau *conjunction* yang umumnya digunakan untuk menghubungkan argumen di antara dua klausa. Sementara kata *believe* adalah contoh *thinking verb* yang mengekspresikan pikiran atau perasaan penulis.

**B. Lembar Kerja Peserta Didik****Task 1**

You will write down the important information about the video shown by the teacher during the learning process or the first meeting. (<https://youtu.be/XRmpgQdkSz8>)

**Task 2**

**Analyze the two Analytical Exposition Texts then write the differences between them**

**Analytical Exposition 1****The Importance of English**

I personally think that English is the world's most important language. Why do I say that? Firstly, English is an international language. It is spoken by many people all around the world, either as a first or second language. Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world. Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who do not. From the fact above, it is obvious that everybody needs to learn English to greet the global era.

**Analytical Exposition 2****START SAVING UP NOW!**

People today tend to have high daily expenses, for example on cable subscriptions, transport, and mobile phone bills. The need to pay those bills drives people to consider saving money, even wealthy individuals. There are four reasons why people consider saving money.

First, saving money is beneficial for emergency funds. Unexpected things can happen, such as car repairs and hospital bills due to vehicular accidents, a sudden loss of job, extra tuition for a school field trip, and an invitation to a friend's wedding party.

Second, education is important and necessary for a better future, for oneself and one's offspring. These days, the better the education, the higher the tuition will be. Moreover, tuition from primary school to university increases each year. Without saving money, paying tuition will be so hard that sometimes people decide not to continue their studies due to a lack

of funds.

Third, people need to save money for retirement. Life still goes on when people retire from a job, so they will need to save money to fulfill their daily needs.

Finally, the last reason for saving money is for entertainment. Travelling on holiday or hanging out with friends at a café is needed to relieve stress after working for a long time.

Seeing how important it is to save money, don't wait until an unexpected expense appear. Remember the proverb "forewarned is forearmed." Start saving as soon as possible.

### Analysis of two examples analytical exposition texts

Text	Function	Generic structures	Language Features (Simple Present Tense)	Language Features (Causal conjunction)	Language Features (modal verb)
Analytical Exposition Text 1					
Analytical Exposition Text 2					

### Task 3

Pay attention to the text below!

#### Laptop as Students' Friend

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method.

Consequently students need extra media cover the subject. Since there is a laptop on every student's desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types. Students just need to decide which type they really need.

*Answer the following question to deepen your understanding.*

1. What is the text about?
2. Where can you find this kind of text?
3. What is the main purpose of text?
4. Why does modern school tend to use laptop?
5. What can you conclude from the text?

#### **Task 4**

**The students will write an analytical exposition. Here are the procedures to write it:**

1. Choose one of the issues below:
  - a. Online transportation is a good choice.
  - b. The benefits of E-money.
  - c. The advantages of social media.
  - d. The importance of exercise.
2. Develop each topic sentence with supporting arguments.
3. Write it in a good order

### C. Glosarium

Analytical exposition	: Eksposisi analitik
Thesis	: Tesis
Argumentation	: Argumentasi
Conclusion	: Kesimpulan
Reiteration	: Penegasan ulang / Rangkuman
Therefore	: Oleh karena itu
Based on argument	: Berdasarkan argumen
Conjunction	: Konjungsi
Shown	: Tampil
Analyze	: Menganalisa
Conventionally	: Secara konvensional
Consequently	: Akibatnya
Recently	: Baru-baru ini
Absolutely	: Sangat
Purpose	: Tujuan
Advantages	: Keuntungan
Importance	: Pentingnya

## D. Daftar Pustaka

Kemendikbud. 2013. Buku Siswa Bahasa Indonesia Wahana Pengetahuan kelas VII. Jakarta: Politeknik Negeri Media Kreatif.

Kosasis, E. 2014. Jenis-Jenis Teks dalam Bahasa Indonesia. Bandung: Yrama Widya.

Marni, H. 2020. *Modul Pembelajaran SMA Bahasa Inggris Kelas XI*. Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Menengah Direktorat PSMA. Hal. 35.

<http://britishcourse.com/analytical-exposition-text-materi-dan-contoh.php> diunduh, 7 Juni 2022, 17.00





ENGLISH EDUCATION DEPARTMENT IAIN KEDIRI

# XI- Semester 1

## BAHASA INGGRIS FORMAL INVITATION SMA/MA XI



Penyusun:

Lailatul Anggraini

XI- Semester 1

**1. INFORMASI UMUM**

1. Kode modul ajar	-
2. Kode ATP acuan	-
3. Nama penyusun	Lailatul Anggraini
4. Jenjang sekolah	SMA/MA
5. Fase/kelas	F/XI
6. Domain/topic	Menganalisis dan menulis undangan resmi
7. Kata kunci	Formal Invitation, structure, function
8. Pengetahuan/Keterampilan Prasyarat	Writing dan Reading
9. Alokasi waktu (menit)	45 menit X 4 JP (90 Menit)
10. Jumlah Pertemuan (JP)	2 JP
11. Moda pembelajaran	Tatap muka <sup>TM</sup>
12. Metode Pembelajaran	1) Inductive approach 2) Tanya jawab, diskusi, dan mengerjakan soal
13. Sarana Prasarana	1. LKS/Modul 2. PowerPoint 3. Video Youtube 4. Google Classroom 5. Papan tulis, spidol, laptop, LCD, proyektor
14. Target peserta didik	Reguler
15. Karakteristik peserta didik	Siswa reguler yang aktif bertanya dan berani menyampaikan pendapat secara kritis serta mampu membuat undangan resmi secara mandiri

## 2. KOMPONEN INTI

### A. Tujuan Pembelajaran

F5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi

F6. Membuat undangan resmi secara individu dengan baik dan benar

### B. Pemahaman Bermakna

Pada kegiatan ini siswa diharapkan mampu menganalisis serta menulis beberapa teks undangan resmi baik dalam bentuk surat maupun kartu. Untuk itu siswa perlu menyimak kemudian mempraktekkan dalam bentuk latihan terstruktur, dan kemudian membiasakan diri untuk menggunakannya dalam kehidupan sehari-hari. Untuk mengetahui kemajuan belajar siswa, perlu dilakukan penilaian antara lain menjawab multiple choice dan menulis formal invitation pada soal esai yang sudah disediakan serta membuat surat secara individu kemudian dikumpulkan dalam portofolio masing-masing.

### C. Pertanyaan Pemantik

1. Apa yang kamu ketahui tentang undangan resmi?
2. Apa fungsi sosial dari undangan resmi?
3. Apa saja struktur dari undangan resmi?
4. Bagaimana unsur/ciri kebahasaan undangan resmi?
5. Bagaimana langkah-langkah membuat undangan resmi?

## D. Kegiatan Pembelajaran



### Kegiatan Pembelajaran I

Have a Good Day

## PERTEMUAN PERTAMA

### A. Tujuan Pembelajaran

Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi

### B. Kegiatan Pembelajaran

#### ❖ Pendahuluan

1. Guru memberi informasi mengenai tujuan pembelajaran.
2. Guru mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya

#### ❖ Inti

1. Guru bersama peserta didik membuat beberapa kelompok belajar. Satu kelompok terdiri 4-5 peserta didik
2. Guru menampilkan contoh video presentasi dari youtube dan powerpoint tentang undangan resmi sudah diupload di google classroom  
Berikut ini adalah link video dari youtube: <https://youtu.be/kAFWqj8Gx4U>
3. Peserta didik menelaah video presentasi dan powerpoint mengenai undangan resmi tentang fungsi social, struktur teks, unsur kebahasaan
4. Peserta didik memberi contoh mengenai fungsi social, struktur teks, unsur kebahasaan tentang undangan resmi secara individu
5. Guru mengarahkan peserta didik berdiskusi mengenai fungsi social, struktur teks, unsur kebahasaan/materi yang sudah disampaikan mengenai undangan resmi bersama kelompok yang telah dibuat.

6. Peserta didik menulis hasil diskusi secara individu
7. Peserta didik mampu menganalisis fungsi sosial, struktur teks, unsur kebahasaan undangan resmi

❖ Penutup

1. Guru bersama peserta didik membuat kesimpulan tentang materi undangan resmi
2. Peserta didik bersama guru menganalisis kelebihan dan kekurangan kegiatan pembelajaran
3. Guru bersama peserta didik berdoa untuk mengakhiri

### C. Assessment

1. Formatif  
Mengerjakan LKPD 1  
Menceritakan apa yang dipahami dan belum dipahami mengenai materi serta rencana untuk mengatasi kesulitan yang dialami.
2. Sumatif  
Mengerjakan soal di akhir pembelajaran

### D. Penilaian

#### 1. Rubrik Penilaian keaktifan

NO	Aspek Keaktifan	Skor	Keterangan
1.	Aspek keaktifan	5	Peserta didik mampu menanggapi/menyanggah/bertanya dengan baik dan benar
		3	Peserta didik kurang menanggapi/menyanggah/bertanya dengan baik dan benar
		2	Peserta didik tidak menanggapi/menyanggah/bertanya

Pedoman skor:  $\frac{\text{Jumlah perolehan}}{\text{Jumlah maksimal}} \times 5$

## 2. Rubrik Penilaian Soal Esai

- Jawaban benar = 20 poin
- Jawaban hampir benar = 15 poin
- Jawaban salah = 5 poin
- Soal tidak sijawab = 0 poin

**Penilaian: 20 x 5 = 100**



## Kegiatan Pembelajaran II

Let's Write Together

### PERTEMUAN KEDUA

#### A. Tujuan Pembelajaran

Membuat undangan resmi secara individu dengan baik dan benar sesuai dengan konteks

#### B. Kegiatan Pembelajaran

##### ❖ Pendahuluan

1. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
2. Guru Memeriksa kehadiran peserta didik sebagai sikap disiplin
3. Guru memberi informasi mengenai tujuan pembelajaran.

##### ❖ Inti

1. Guru bersama peserta didik mengingat kembali materi mengenai pengertian, struktur, fungsi sosial formal invitation yang sudah disampaikan pada pertemuan pertama melalui PowerPoint Guru
2. Peserta didik aktif menanggapi secara lisan terkait undangan resmi
4. Guru mengapresiasi siswa yang aktif dan memberi tugas individu untuk membuat undangan resmi
5. Peserta didik membuat undangan resmi pada kertas folio
6. Peserta didik mengupload tugas yang sudah selesai melalui Google Classroom. Jika ada peserta didik yang belum selesai bisa dilanjutkan diluar jam pelajaran/dirumah dengan batas waktu yang sudah ditentukan

##### ❖ Penutup

1. Guru bersama peserta didik membuat kesimpulan tentang materi undangan resmi
2. Peserta didik bersama guru menganalisis kelebihan dan kekurangan kegiatan pembelajaran
3. Guru bersama peserta didik berdoa untuk mengakhiri pembelajaran

**C. Assessment**

## 1. Formatif

Mengerjakan LKPD 2

Menceritakan apa yang dipahami dan belum dipahami mengenai materi serta rencana untuk mengatasi kesulitan yang dialami.

## 2. Sumatif

Mengerjakan soal di akhir pembelajaran

**D. Penilaian**

## 1. Rubrik Penilaian keaktifan

NO	Aspek Keaktifan	Skor	Keterangan
1.	Aspek keaktifan	5	Peserta didik mampu menanggapi/menyanggah/bertanya dengan baik dan benar
		3	Peserta didik kurang menanggapi/menyanggah/bertanya dengan baik dan benar
		2	Peserta didik tidak menanggapi/menyanggah/bertanya

Pedoman skor:  $\frac{\text{Jumlah perolehan}}{\text{Jumlah maksimal}} \times 5$

## 2. Rubrik Penilaian Multiple Choice

- Satu soal benar = 1 poin
- Satu soal salah = 0 poin

**Penilaian: soal benar X 10 = nilai**

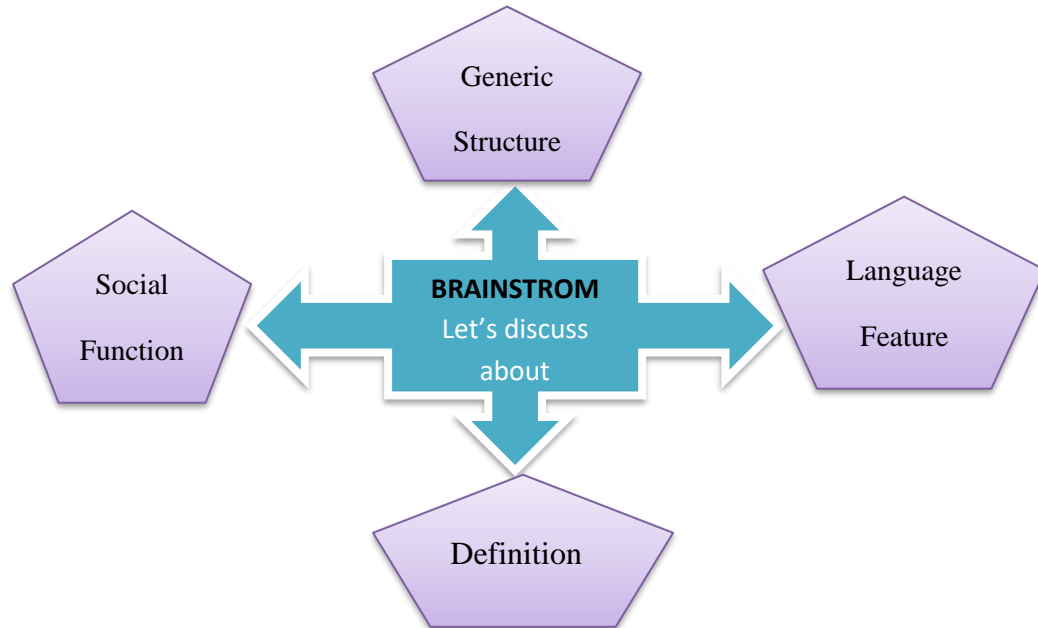
## 3. Rubrik Penilaian Writing

- a. Teknik Penilaian : Tulis
- b. Bentuk Instrumen : Membuat surat undangan secara individu
- c. Kisi-kisi :



NO	Aspek Penilaian Writing	Skor	Keterangan/Rubrik/Kriteria
1.	Structure	4	Tidak ada kesalahan struktur teks
		3	Ada kesalahan struktur namun bisa dipahami.
		1	Banyak kesalahan struktur dan sulit dipahami.
2.	Vocabulary	3	Penggunaan kosa kata dengan tepat.
		2	Penggunaan kosa kata yang kurang tepat namun masih bisa dipahami.
		1	Penggunaan kosakata yang salah dan sulit dipahami percakapannya
3.	Punctuation	3	Tidak ada kesalahan penggunaan punctuation.
		2	Ada sedikit kesalahan dalam penggunaan punctuation.
		1	Banyak kesalahan dalam penggunaan punctuation.

Pedoman skor: Jumlah perolehan × 5

**LAMPIRAN****A. Related Material****1. Definition of Formal Invitation**

Letters in English are called letters. Letters are formal or informal communication media that have been used for a long time. Letters are communication facilities/media used to convey written information by one party to another. There are several functions of letters, including: means of notification, requests, thoughts, and ideas, written evidence, reminders, historical evidence, and work guidelines. Some experts provide varied definitions of letters (letters). According to Marjo, (2000: 15) letter is a written communication tool, or a means to convey written statements or information from one party to another. Such information can be in the form of notices, statements, questions, requests, reports, thoughts, disclaimers and so on.

Formal letters are generally sent formally, using formal language, and bound by the rules in writing letters. Official letters can be found at letters addressed to government offices, companies and the like. Official letters can also be in the form of invitation letters sent to formal events, such as meeting invitations, seminar invitations, symposiums, etc. When you want someone to attend an event that you host, you can send an invitation. Invitation can be written on a card, a letter or an Email. Shorter invitation such as one to a wedding party, birthday party are usually written on a card and the longer one like invitation to celebrate

school or office anniversary usually written in a letter.

## 2. Social Function of Formal Invitation

To request the attendance of a particular person, group of people, or representative of an organization at a particular event.

## 3. Generic Structure of Formal Invitation

### 1) Heading (address of the host; optional)

Heading usually covers the address of the sender and the date when the letter is being written. On the first line, write your apartment number, postal box, rural route number, and your street address<sup>1</sup> (whatever applies to your address). The second line gives your city, town, or village, and the province name, and postal code<sup>2</sup>. On the third line, write the month, the day and the year you are writing the letter

### 2) Inside address (address of the invitee).

The inside address is placed at the left margin, two spaces below the heading and contains the receiver's full name, title, and address.

### 3) Salutation (Opening Greeting).

The salutation is placed two spaces below the inside address. The salutation or greeting depends on how well-acquainted the sender and the addressee are. You can notice the table below on how to write the salutation;

Addressee	Salutation
A person who is not known to the sender	Dear Sir/Madam, Sir/Madam, Dear Sirs
A person who is known to the sender	Dear Mr. Singh,/ Ms. Bose,/ Mrs. Methew,

- 4) Body of the (gives the details of the place, date and time of the event and other information related to the event).

The body of the letter is, of course, what the letter is all about. It begins two spaces below the salutation. You should single space within paragraphs and double space between them. The body of the letter consists of the introduction, the main message and the conclusion.

- 5) Complimentary Close.

The conclusion of all letters is a brief phrase showing respect called the complimentary closing which is placed two spaces below the body. Only the first word of this closing is capitalized. Notice the table below on how to write the complimentary closing;

Salutation	Complimentary Closing
Dear Sir/Madam, Sir/Madam, Dear Sirs,	Yours faithfully,
Dear Mr. Singh,/ Ms. Bose,/ Mrs. Mehta	Yours sincerely

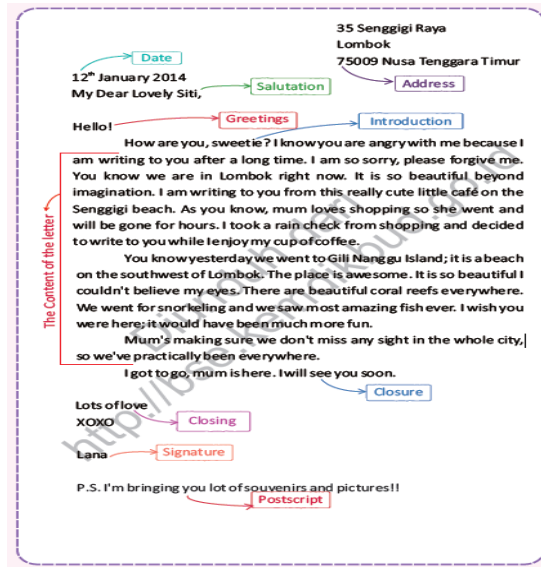
- 6) Signature.

The signature follows the complimentary close. The name of the sender must also be included under the signature. It appears in brackets along the writer's designation.

Note:

RSVP or R.S.V.P. is adopted from French word *répondez s'ilvous plait* which means please answer. The receiver of the invitation must tell the host whether they plan to attend the event or not.

Parts of Structure



4. Language Features of Formal Invitation)

Language features:	<ul style="list-style-type: none"> <li>✓ Verb in present tense for example invite, attend etc.</li> <li>✓ Verb in future tense; will take place, will start, will celebrate</li> </ul>
The information that should be included in an invitation is as follows:	<ul style="list-style-type: none"> <li>✓ The information about the host (name, address)</li> <li>✓ The information about the event (name, purpose, date, time and location)</li> <li>✓ Special instruction (e.g dresscode, direction to the location)</li> <li>✓ RSVP information (contact person, phone number)</li> </ul>
Formal invitation is an invitation which follows a dignified form, tone or style in agreement with the established norms custom or values (Websters,	<ul style="list-style-type: none"> <li>✓ An invitation to the opening of a school</li> <li>✓ An invitation to the graduation ceremony</li> <li>✓ An invitation to a wedding, etc.</li> </ul>

2012) For Example :	
Common format of a formal invitation (Card):	<ul style="list-style-type: none"> <li>✓ The first line is the name of the person who invites.</li> <li>✓ The second line is the request for participation</li> <li>✓ The third line is the name of the person (s) invited</li> <li>✓ The fourth line is the occasion for invitation</li> <li>✓ The fifth line is the time and date of the occasion</li> <li>✓ The sixth line is the place of the occasion</li> <li>✓ The last line is the request for reply</li> </ul>

Example for formal invitation and structure

Springdales Public School Gurgaon	letter head
September 25, 20XX	date
Sh. B.S. Bedi 2/27 Jorbagh New Delhi	recipient
Dear Mr. Bedi,	salutation
Our school is holding an inter-school T-20 cricket championship from 2 October to 8 October 20XX. All the schools of the area are likely to participate. Your presence in our midst will act as a catalyst and inspire us. We cordially invite you to inaugurate the championship on 2 October 20XX at 10 a.m. in our school grounds.	body
Kindly confirm your availability by 30 September. We are looking forward to having you in our inauguration.	closing
Yours sincerely,	Complimentary
Sachin Bansal Head Boy	reference



**Interview Invitation Email**

To: roger@mail.com

Subject: Invitation letter for the post of Senior Content Writer

Dear Mr. James,

It gives me immense pleasure to inform you that we have selected you for the post of Senior Content Writer. The selection has been done based on your educational qualification, work experience and your performance in the interview conducted by our company officials. You did well in the oral interview round and also scored good marks in the written test. Considering all these aspects, our management feels that you would be able to handle the position well.

We have also gone through the documents produced by you at the time of interview and verified their authenticity. The details about your salary and remunerations have been mentioned in the sheet enclosed. You are requested to join the company on the 5<sup>th</sup> of May. Please be there at the office by 10 am.

Thanking you

Yours' Sincerely,

George Peterson

Manager HR



**5. Some phrases that are used in FORMAL INVITATION**

Inviting	Accepting	Declining
<ul style="list-style-type: none"> <li>➤ Would you like to...</li> <li>➤ I'd very much like you to...</li> <li>➤ We should be pleased/delighted if you could...</li> <li>➤ Would you care to...</li> <li>➤ You will... wont you?</li> </ul>	<ul style="list-style-type: none"> <li>➤ That's very kind of you.</li> <li>➤ We'd very much like to...</li> <li>➤ What a delightful idea.</li> <li>➤ With the greatest pleasure.</li> <li>➤ Thank you very much to inviting me.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am very sorry, i don't think i can.</li> <li>➤ I'd like to, but...</li> <li>➤ I'm afraid i've already promised...</li> <li>➤ Thank you for asking me, but...</li> <li>➤ Unfortunately, I can't</li> </ul>

**6. Some phrases that are used in INFORMAL INVITATION**

Inviting	Accepting	Declining
----------	-----------	-----------

➤ Why don't you come to...	➤ I would/will.	➤ Sorry, I can't.
➤ Like to come to...	➤ That would be very nice.	➤ I'd love to, but...
➤ Come and...	➤ OK.	➤ I don't think I can't.
➤ Shall we come to...	➤ I'd like to love to come.	➤ Thank you for asking me, but...
➤ You must come to...	➤ All right (then).	➤ Unfortunately, I can't

## 7. Responding to formal invitations

Example:

### 1. Acceptance

- Mr. and Mrs. Eri Utomo accept with pleasure the kind invitation of Mr. and Mrs. Pujiyanto to the wedding ceremony of their daughter on Friday, the twelfth of December at seven o' clock.
- Mr. and Mrs. Wibowo accept the invitation with pleasure.

### 2. Declining/ Regret

- Mr. and Mrs. Situmorang regret that they are unable to accept the kind invitation of Mr. and Mrs. Pujiyanto for Friday, the twelfth of December at seven o' clock due to prior engagement.
- Mr. And Mrs. Wibowo regret to decline the invitation due to health reasons.

### 3. Responding card

The responding card comes with the invitation card. This card should preferably be hand written.

## B. Lembar Kerja Peserta Didik

### LKPD 1 MEETING I

*Answer the following questions clearly and correctly!*

1. What is the meaning of formal invitation?
2. Mention the general structure of formal invitation?



3. What part of formal invitation shows the difference between written formal and informal invitation?
4. Mention five occasions which need formal invitation!
5. Arrange the following sentences into a body of formal invitation letter!
  - a. We are looking forward to your attendance at the event.
  - b. We are enclosing the program of events for the evening, so please be prompt on arrival.
  - c. Dear Madam,
  - d. Please, remember to R.S.V.P before the 20th February 2019, and inform us of the number of guests you wish to bring with you, in order for us to send you your tickets.
  - e. It is with great pleasure that we write to invite you to Jenkins Company’s Annual Charity Dinner on Sunday, February 24th, 2019 at 7 p.m
  - f. Our charity dinner will be held at the Jenkins Meeting Hall with a black tie/ formal/ theme dress code.

## LKPD 2

### MEETING II

A. *Choose the correct answer by crossing A, B, C, D, or E!*

1. Read the invitation below!

Mr. & Mrs. Kenedy  
Glad to invite you to come  
 The marriage of their daughter  
 Chelsea Islan  
 To  
 Argavi Koto  
 at Alila Villas Uluwatu Hotel, Bali  
 on Friday, 1 November 2018  
 Started on 1 p.m  
Please RSVP before 30 October to Rahmat  
 There will be Maroon 5 performance  
 We wait your presence.

What is the part structure of invitation which is underlined above? a

- a. Name of the host and time of event
- b. Date and kind of event
- c. **Phrasing of the invitation and request to response**

- d. Name of the host and Date
  - e. Phrasing of the invitation and kind of event
2. Read the dialogue below!
- John : Would you like to go to the Saroha’s Cafe tonight?
- Kiki : Do you have a special party?
- John : I wanna invite you to drink coffee.
- Kiki : Oh, I’d love to, what time?
- John : Around 8
- Kiki : Oooh, That sounds great. I’m really relaxed at that time.

Why does John invite Kiki?

- a. **To drink coffee**
- b. To tell something
- c. To attend the party
- d. To celebrate the anniversary
- e. To drink milk

*This text is for questions number 3 – 5*

Hi Bruce!

I am sorry. I recently tried to call you but was unable to get a hold of you. I wanted to give you the information you requested about earning extra income from home.

I need you to call me back to my home office at 021-7303841 or reply to this e-mail with 2 days/ times to reach you.

I’m looking forwards to show your business that not only makes, but it works. Standing by and wishing you well.

Best Regards,  
John Adam

3. What is the text about?
- a. **Giving the information about extra income to Bruce.**
  - b. Earning extra income for new officer.
  - c. Complaining about the extra income

- d. Replying to John’s e-mail.
  - e. Showing the business.
4. How can Bruce call John Adam?
- a. By sending letter.
  - b. By sending SMS.
  - c. By sending mailbox.
  - d. By calling Adam in line 021-7303841.
  - e. By giving information through mailbox.**
5. The “earning” in the text is similar meaning with....
- a. giving**
  - b. responding
  - c. getting
  - d. replying
  - e. Producing

Dear all committees of Smart Competition 2018.

Invite you in last meeting of this event  
On Monday, August 30, 2018  
6 – 8 p.m. AL.A.D room, third floor  
for head of division, please prepare your progress on this event and  
for those who have idea, don’t forget to  
deliver it in the meeting.

Sincerely,

M Dani Aulia

6. What is the language feature of the invitation text above?
- a. Simple Past Tense
  - b. Simple Present Tense**
  - c. Simple Future Tense
  - d. Passive Sentence
  - e. Active Sentence

*This text is for questions 7 to 10*

<p>Libby's Coffee &amp; Cake Is opening in Bandung You are cordially invited to a private Grand Opening Celebration On March 31th, 2019 From 1 p.m – 6 p.m Jln. Merak 21 Blok C Bandung</p>	
<ul style="list-style-type: none"><li>• Ribbon Cutting</li><li>• Meet the staff</li><li>• Explore Place</li><li>• Deluxe Sampling</li></ul>	<ul style="list-style-type: none"><li>→ 1.15 p.m. – 1.30 p.m.</li><li>→ 1.30 p.m. – 2 p.m</li><li>→ 2 p.m. – 3 p.m.</li><li>→ 3 p.m.- 5.30 p.m.</li></ul>

7. What is the purpose of the text?
- a. **To invite someone to a grand opening.**
  - b. To announce a new café.
  - c. To invite someone to birthday celebration.
  - d. To announce the new location of a café.
  - e. To invite someone to a coffee and cake festival.
8. Which of the following statements is true based on the text?
- a. The event is held for all guests.
  - b. The guest can only attend one of four sessions.
  - c. The customers can taste the sampling from 1 p.m.
  - d. The guests will enjoy the dinner after the event.
  - e. **The event starts with ribbon cutting**

*This incomplete text is for numbers 9-10*

Dear Floyd,

This month is the celebration of the founding of our organization. It is a big event, which will be leaded by various groups, and social events including a grand party, which will be the culminating event for the whole celebration.

It is my honor to invite you to our grand party. The date, time and venue are already printed on the party (4)\_\_\_\_\_ enclosed with this letter, as well as a program sheet for the occasion. I would like it very much if you could come but if there are any unavoidable circumstances that will prevent you from (5)\_\_\_\_\_, please give me a call at once.

Thank you. See you at the commemoration.

Sincerely,

Joseph

9. a. **Invitation**
  - b. Inviting
  - c. Invite
  - d. Invited
  - e. Invitee
10. a. come
  - b. join
  - c. came
  - d. joined
  - e. **coming**

*B. Do as instructed!*

Please write a formal invitation letter or email based on the following situation!

1. As an owner of DailyHijab.id, you are going to open a new outlet. You are going to invite your patrons to the opening ceremony
2. As chairmen of the OSIS MA Miftahul Ula you will hold a "Pancasila Seminar" on 22 June 2022 which will invite the district education office and a speaker at the seminar which will be held at 09.00 in the school hall. Make a formal invitation to:
  - a) District education office
  - b) Seminar speaker

### C. Glosarium

Cordially	: dengan hormat
Invited	: diundang
Recipient	: penerima
Sender	: pengirim
Customer	: pelanggan
Partner	: rekan kerja/bisnis
Greeting	: salam, dengan hormat
Credential	: dokumen atau Tanda Pengenal (KTP)
Signature	: tanda tangan
Aim	: tujuan
Inauguration	: pelantikan
Occasion	: kesempatan
Auspicious	: menguntungkan
Completion	: penyelesaian

### D. Daftar Pustaka

- Dra. Sukhriani Yenny, MS.Ed. 2020. Modul Pembelajaran SMA Bahasa Inggris. Direktorat SMA, Direktorat Jenderal PAUD, DIKDAS dan DIKMEN
- Nurhasanah dan Basir, Mahrukh. Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas XI (Buku Guru dan buku Siswa). Jakarta: Kementerian Pendidikan dan Kebudayaan.