

BAHASA INGGRIS

Train of Thoughts

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
2022

SMA/MA Kelas XII Tingkat Lanjut

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Bahasa Inggris: Train of Thoughts untuk SMA/MA Kelas XII Tingkat Lanjut

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Kata Pengantar

Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi memiliki tugas dan fungsi mengembangkan buku pendidikan pada satuan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah, termasuk Pendidikan Khusus. Buku yang dikembangkan saat ini mengacu pada Kurikulum Merdeka. Kurikulum ini memberikan keleluasaan bagi satuan/program pendidikan dalam mengimplementasikan kurikulum dengan prinsip diversifikasi sesuai dengan kondisi satuan pendidikan, potensi daerah, dan peserta didik.

Pemerintah dalam hal ini Pusat Perbukuan mendukung implementasi Kurikulum Merdeka di satuan pendidikan dengan mengembangkan buku siswa dan buku panduan guru sebagai buku teks utama. Buku ini dapat menjadi salah satu referensi atau inspirasi sumber belajar yang dapat dimodifikasi, dijadikan contoh, atau rujukan dalam merancang dan mengembangkan pembelajaran sesuai karakteristik, potensi, dan kebutuhan peserta didik.

Adapun acuan penyusunan buku teks utama adalah Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran yang ditetapkan melalui Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi No. 262/M/2022 Tentang Perubahan atas Keputusan Mendikbudristek No. 56/M/2022 Tentang Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran, serta Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 033/H/KR/2022 tentang Perubahan Atas Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka.

Sebagai dokumen hidup, buku ini tentu dapat diperbaiki dan disesuaikan dengan kebutuhan dan perkembangan keilmuan dan teknologi. Oleh karena itu, saran dan masukan dari para guru, peserta didik, orang tua, dan masyarakat sangat dibutuhkan untuk

pengembangan buku ini di masa yang akan datang. Pada kesempatan ini, Pusat Perbukuan menyampaikan terima kasih kepada semua pihak yang telah terlibat dalam penyusunan buku ini, mulai dari penulis, penelaah, editor, ilustrator, desainer, dan kontributor terkait lainnya. Semoga buku ini dapat bermanfaat khususnya bagi peserta didik dan guru dalam meningkatkan mutu pembelajaran.

Jakarta, Desember 2022
Kepala Pusat,

Supriyatno
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Preface

The world without borders has evolved in the period of globalization, which is characterized by the rapid expansion of technology in which information can be accessed from the tip of the finger. Both teachers and students are required to integrate and apply technological use in learning. In the process, the emergence of the Covid-19 Pandemic condition has accelerated the learning patterns from face-to-face learning activities to online learning which has accelerated the progress. These, of course, have brought various challenges from uneven distribution of network and supporting gadgets available, teachers and students readiness, and even the phenomenon called learning loss, which is the decrease of students' competence and certain skills obtained due to the limited amount of learning process.

Additionally, the demand of 21st century learning is that it focuses on educating students based on their era. Education shall not only focus on academic growth but also should develop students competences including 4C: Critical thinking, creativity, collaboration, and communication skill. In addition to this, the government also adds another C which is character as the main point to consider in the educational system.

To respond to these challenges and needs, the government came up with the idea of 'Merdeka Belajar' (independent learning). Merdeka Belajar is the focus of the implementation of 'kurikulum merdeka' (independent curriculum) in which teachers and students are given a wide opportunity to freely choose what they consider to be important in the classroom. This book has been designed as an extension of 'kurikulum merdeka' episodes, which is arranged based on Capaian Pembelajaran (learning achievement). This book aims to provide an innovative learning resource which equips every skill of learning English in a creative, engaging, and fun series of activities. Another important feature, this book also focuses on developing students' characters by integrating the values of Profil Pelajar Pancasila which are: having faith and piety to God Almighty and having noble character, independent,

critical reasoning, creative, mutual cooperation and global diversity in every activity in each chapter.

In the end, we hope that both students and teachers find this book beneficial and helpful to reach the learning goals.

The writers

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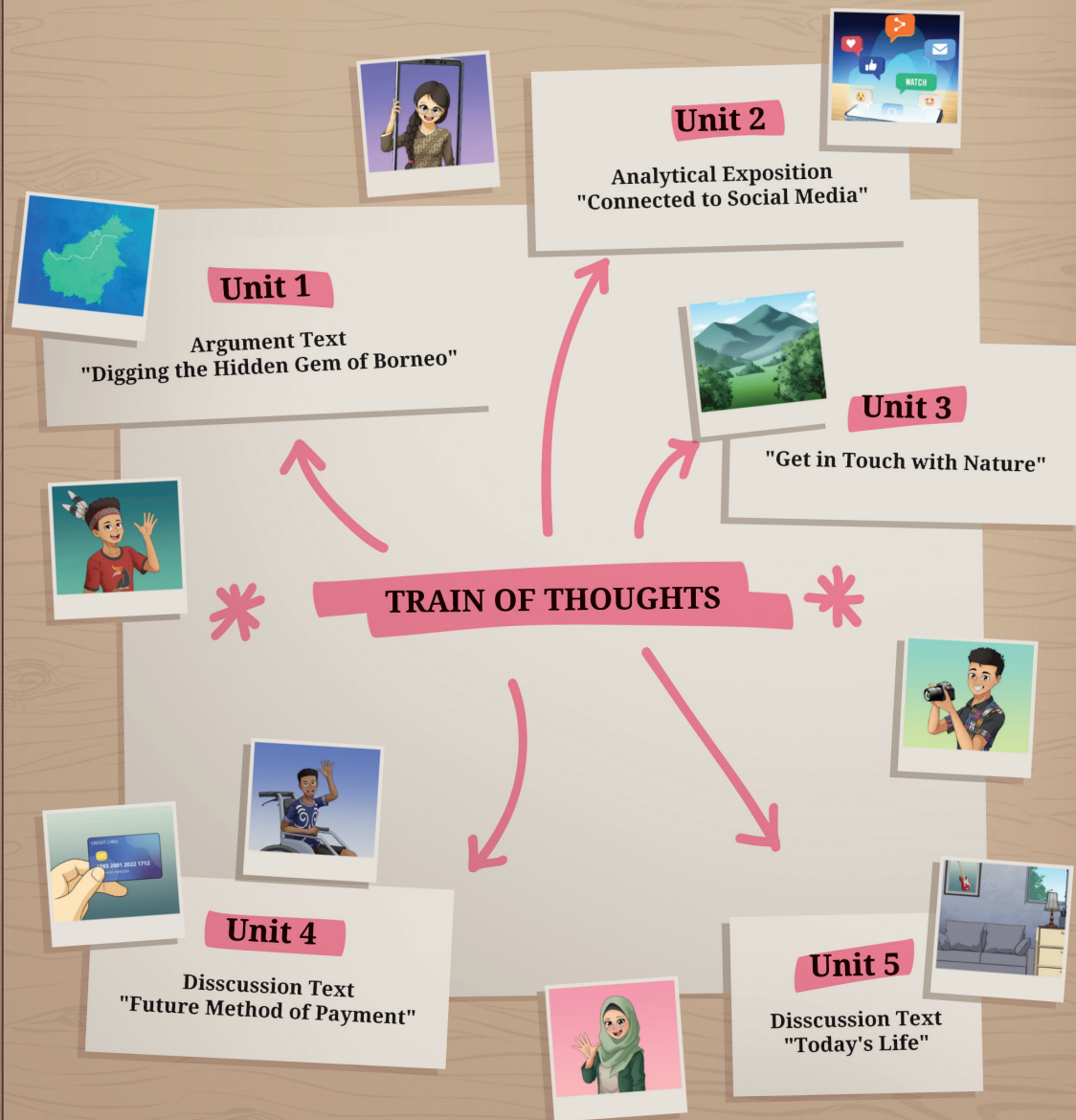
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MIND MAP

BUKU TEKS UTAMA BAHASA INGGRIS TINGKAT LANJUT KELAS XII (FASE F)



Content Mapping

Unit	Topic	Skill Focus
1	Environment awareness Digging the hidden gem of Borneo (Kalimantan)	<p>Listening Understand short conversation and text about the beauty of Kalimantan and some problems about underwater conservation</p> <p>Reading Comprehend narrative text about Bujang Beji.</p> <p>Speaking Give personal opinion on preserving marine life.</p> <p>Writing Write arguments.</p>
2	Connected to social media	<p>Listening Understand short conversations about the negative effects of social media</p> <p>Reading Understand analytical exposition text about consumerism and negative impacts of social media.</p> <p>Speaking Give a presentation about Overcoming consumerism</p> <p>Writing Write an analytical exposition text about the impacts of social media.</p>


Unit	Topic	Skill Focus
3	Get in touch with nature	<p>Listening Understand the strength and the weaknesses of some places mentioned in the audio</p> <p>Reading Comprehend Discussion text about advantages and disadvantages of Nihiwatu and Snorkeling.</p> <p>Speaking Give a travel review</p> <p>Writing Write a discussion text about solo traveling</p>
4	Future method of payment	<p>Listening Understand a talk about Financial Literacy.</p> <p>Reading Comprehend texts about future methods of payment: the cashless and financial literacy.</p> <p>Speaking Presenting opinion about Cause and effect of certain financial behavior</p> <p>Writing Write a discussion text about overspending.</p>

Unit	Topic	Skill Focus
5	Today's Life	<p>Listening Understand a talk about minimalism</p> <p>Reading Comprehend Pros and cons texts about becoming minimalist and digital minimalism.</p> <p>Speaking Perform debate about minimalism and digital minimalism.</p> <p>Writing Write a pros and cons essay about frugal living.</p>

The Essential Components of the Book

Lead In

This stage provides some stimulus questions which are oriented to activate the prior knowledge and introduce topics that are going to be learned in the chapter. The students are expected to express their opinion or share experiences to respond to the questions.



At the end of unit you are able to:

- ✓ Understand the implicit and explicit information (main ideas and detailed information) of the text.
- ✓ Express opinion of a story and issue about environmental awareness.
- ✓ Present ideas in group.
- ✓ Change arguments in form of multimodal text.
- ✓ Plan an argument with an appropriate schematic.

Lead In

1. Asking related questions about Kalimantan.
 - What crossed your mind when you heard Kalimantan?
 - Do you know about Derawan Island in Kalimantan? Or do you know any interesting tourist attractions there?

Unit 1 | Digging the Hidden Gem of Borneo (Kalimantan) 23



A. Listening

1. Activity A.1

Works in Pairs

Look at the photos and answer the questions:

1. Look at the photos above, what can you conclude from the pictures?
2. What do you think the boy is doing?
3. Would you like to visit this place? Why or why not?

2. Activity A. 2

Listening

Listen to the conversation between two people talking about Kalimantan

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Listening

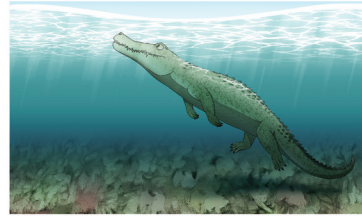
Monologues and dialogues are provided in the Listening activities. You are expected to comprehend the main idea, explicit and implicit information in the audio recording well.

Reading

Reading activities encourage the student to recognize various genres of texts such as argumentative text, analytical exposition, and discussion text. You are expected to comprehend the text well so that It will enhance your skills in sharpening the vocabulary skills, giving some insights in developing ideas from good modeling of the text so that It will enhance the productive skills really much.

Kalimantan also lie beyond its seas which are filled with countless amazing perfect for those who enjoy diving, snorkeling and underwater photography.

B. Reading



1. Activity B.1

Works in Pairs

Discuss the questions.

1. What do you know about Kalimantan?
2. Is it important to preserve the sea of Kalimantan? Why?
3. Give your opinion regarding the destruction of nature that occurs in Kalimantan.
4. Have you heard or read any folktales from Kalimantan? Can you give an example?

1. I understand how the use of fish toxins endanger humans' health.
2. The use of fish toxins endanger humans' health.
3. I believe many people still use bombs to fish.
4. Fish catching traditional equipment is better than using bomb.
5. The old generations think only to exploit the sea.

C. Speaking

1. Activity C.1

Works in Pairs

Look at the photos and answer the questions

- a. What do the pictures illustrate?
- b. What issue is portrayed in the pictures?
- c. How was the issue delivered?
- d. What is your opinion toward the issue?



Speaking

Speaking activities motivate the students to share their thoughts in presenting ideas in the form of role-playing, a presentation, and a debate. You are expected to have effective communication at this stage.

Writing

The sequence steps of writing activities provide good scaffolding for students to write a text independently at the end of the lesson. You are expected to share your thoughts in various genres of texts in written form.

D. Writing

Overview

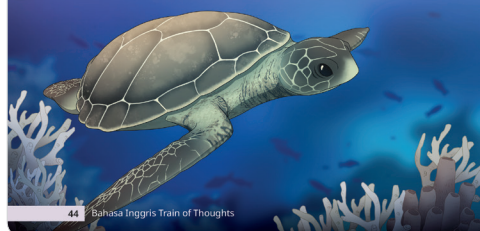
Expressing an argument is part of the *genre of arguing* which is a fundamental language process for learning in the beginning stage. The students are stimulated to give an opinion of a story and share reasons for a viewpoint. Mental verbs, the personal voices, and the impersonal voices are useful to express a point of view or proposition to be followed by an elaboration. According to Knapp and Watkins (2005) the key structural features of argument (in all its textual forms): namely, a point followed by an elaboration.

1. Activity D.1

Works in Pairs

Choose four points that are most relevant to the topic "Illegal Fishing Putting Future Indonesian Sea at Risk".

1. The absence of the government's strict policy in prevailing eco-friendly ways to catch fish endangers the future of the Indonesian sea.



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Points of Scoring	Indicators	Score	Your Score for your friend's work
Organization	The writing is put together well	25	
	It is difficult for the reader to follow	0	
Language	There is a good range of vocabulary and grammar	25	
	There are mistakes that could make the reader difficult and confusing for the reader.	0	

In retrospect

What I have learned from this chapter: _____

The material(s) I understand the most: _____

The material(s) that needs improvements: _____

In Retrospect

This part of the book asks the students to share their learning journey; the benefits and challenges of learning; and the implication of materials in real life.

Assessment

This part of the book is aimed to measure the competencies achieved by the students at the end of learning.

The material(s) that I want to learn more: _____

My opinion about this chapter: _____

Assesmen

Part 1

Read the following text and answer the questions

Damak and The Black Hat



There was a man called Damak. He lived in a little house by the sea in Ambo Island. He caught fish from the sea to eat. He got money for rice by selling wood.

One day, as he was getting wood, he heard a very loud noise and soon he realized what sound it was.

"It is a bomb! Oh, my God!"

Damak dropped the wood he was carrying, and ran to the source of noise.

Enrichment

This part of the book provides opportunities to advance your English skills through implementation in real life.

Put your response in this table.

Point of Argument	
Elaboration	

2. Write your draft into a good paragraph.

3. _____ your paragraph in front of your classmates.

Enrichment

As citizens, let's talk about the problems in our surrounding. Research and write the problems by referring to the guidance questions:

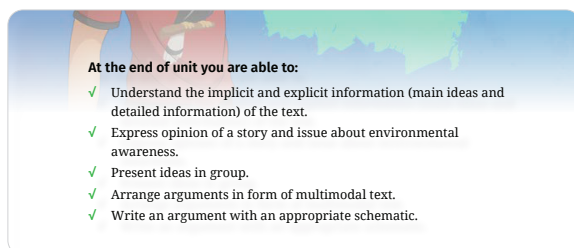
- What are the issues in your surrounding?
- Let's find the problems around us and take pictures?
- Can you tell me why you chose this?

Your point of arguments must be supported by a photo taken from your area.

Learning Instructions

The following points will give you guidance on how to use this book.

1. The goals of learning are presented at the beginning of each chapter. Keep these goals in mind to help your learning focus.




2. Read the 'mind map' section to know what you will learn in each chapter.



3. Read the instructions for each practice carefully, and ask your teacher if the instruction is still unclear.

A. Listening

1. Activity A.1

 **Works in Pairs**

Look at the photos and answer the questions:

1. Look at the photos above, what can you conclude from the pictures?
2. What do you think the boy is doing?
3. Would you like to visit this place? Why or why not?

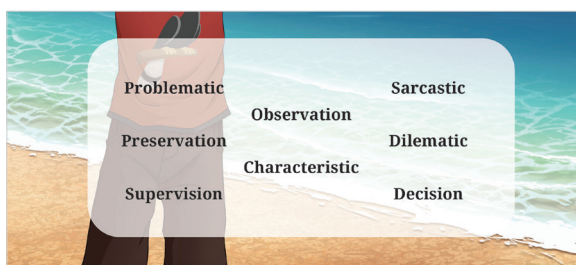
4. Audio transcript can be accessed by scanning the QR Code or visit the link to download the audio recording. The QR Code is provided in appendices.

Appendices

Scan the QR Code or visit the link on page to download the audio recording



- Study the vocabularies in each section carefully as each macro skill in each chapter is integrated, understanding key vocabularies will help your comprehension in other sections. The glossary section is also provided at the end of the chapter.



- Fill out the 'In Retrospect' section at the end of each unit to assess what you have learned throughout the chapter.

In retrospect

What I have learned from this chapter: _____

The material(s) I understand the most: _____

- Do the assessment and enrichment to measure your progress in learning English.

Assesmen

Part 1

Read the following text and answer the questions

Damak and The Black Hat



There was a man called Damak. He lived in a little house by the sea in Ambo Island. He caught fish from the sea to eat. He got money for rice by selling wood.

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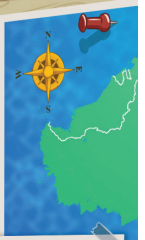
Penulis: Sunengsih, dkk.

ISBN: 978-602-427-961-5 (jil.3)

ILLEGAL FISHING ISSUE



It happened
Yesterday



It's time to
STOP!

Dalam Pasal 93, Pasal 94 dan Pasal 94A
UU Nomor 45 Tahun 2009 dan
UU Nomor 31 Tahun 2004,

Setiap orang yang melakukan
pengangkutan atau penangkapan ikan
tanpa dilengkapi dengan surat izin usaha
perikanan (SIUP), surat izin penangkapan
ikan (SIPI), dan surat izin kapal
pengangkut ikan (SIKPI), diancam lima
sampai tujuh tahun penjara dengan denda
Rp 1,5 miliar hingga Rp 20 miliar.

Unit

1

Digging the Hidden Gem of Borneo (Kalimantan)

this Photo has
been ripped



this is a
bulletin board
about
* MIND MAP *



Listening Activities

Short Conversation about
the beauty of Kalimantan and
some problem under water
conservation problem

Reading Activities

Narrative texts about
legend of Bujang Beji



UNIT 1 MIND MAP

Digging the Hidden Gem of Borneo (Kalimantan)



Writing Activities

- Generating ideas
- Shaping ideas
- Drafting

Speaking Activities

Giving opinion on
preserving marine life



I like
TURTLES!





At the end of unit you are able to:

- ✓ Understand the implicit and explicit information (main ideas and detailed information) of the text.
- ✓ Express opinion of a story and issue about environmental awareness.
- ✓ Present ideas in group.
- ✓ Arrange arguments in form of multimodal text.
- ✓ Write an argument with an appropriate schematic.

Lead In

1. Asking related questions about Kalimantan.
 - What crossed your mind when you heard Kalimantan?
 - Do you know about Derawan Island in Kalimantan? Or do you know any interesting tourist attractions there?



A. Listening

1. Activity A.1



Work in Pairs

Look at the photos and answer the questions:

1. Look at the photos above, what can you conclude from the pictures?
2. What do you think the boy is doing?
3. Would you like to visit this place? Why or why not?

2. Activity A. 2



Listening

Listen to the conversation between two people talking about Kalimantan. Audio file can be accessed by scanning the QR Code or visit the link on appendice.

1. What is the conversation mostly about?

2. What does the speaker imply about Kalimantan?

3. What special things can you find on Kakaban island?

4. Where is the exact location of Kakaban Island?

5. What does the speaker imply about Stingless jellyfish?

6. Retell the story about Kalimantan based on the conversation that you just heard!

3. Activity A. 3



Listening

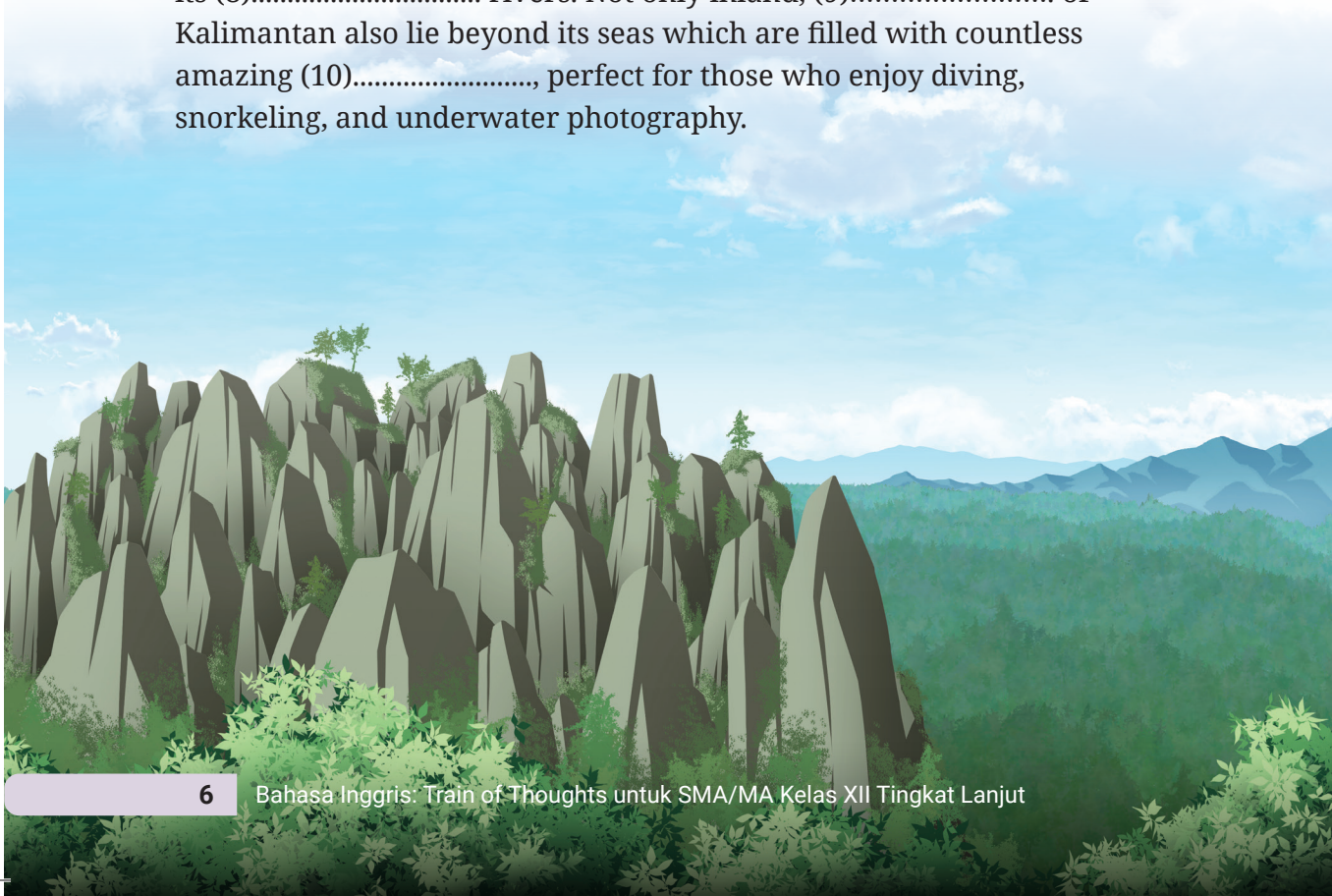
Jumble sentence (Narration about Kalimantan)

Listen to the audio. Then Complete the Text

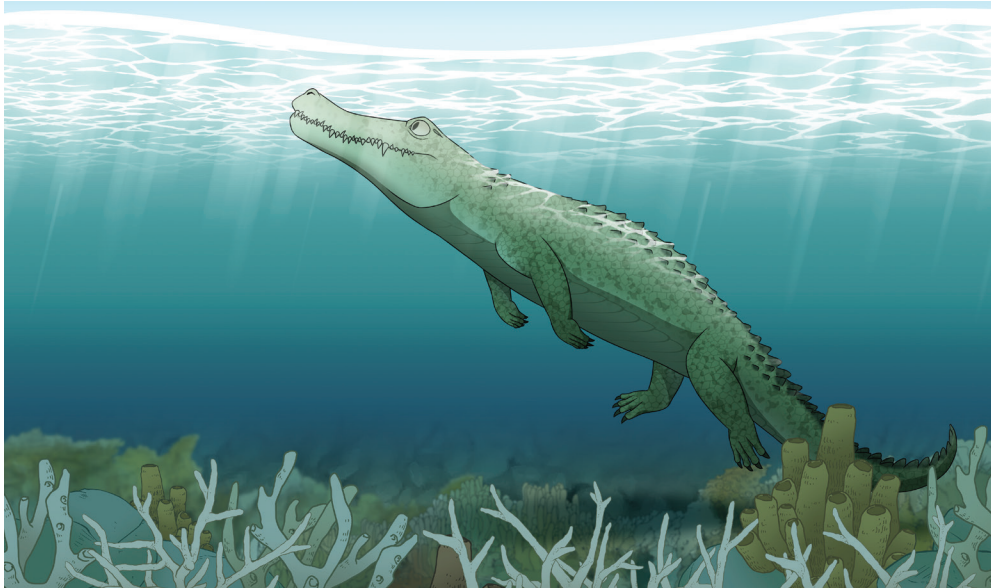
A Glimpse of Kalimantan: The Exotic Beauty of Borneo

Occupying three-quarters of Borneo, the (1) island in the world, Kalimantan spells great adventures into its vast and legendary jungles, (2)..... of fascinating wildlife, (3)..... natural landscape, enchanting well (4).....traditional cultures, and a whole lot more amazing experiences.

Within this pristine (5)..... something extraordinary always lies around the next bend. From the (6)..... . orangutan deep in the thick jungles, the (7)..... that retain age-old traditions and way of life, to pure boating thrills along its (8)..... rivers. Not only inland, (9)..... of Kalimantan also lie beyond its seas which are filled with countless amazing (10)....., perfect for those who enjoy diving, snorkeling, and underwater photography.



B. Reading



Croc: Saltwater crocodiles are native to Palau. However, attacks on people are quite rare.

1. Activity B.1



Work in Pairs

Discuss the questions.

1. What do you know about Kalimantan?
2. Is it important to preserve the sea of Kalimantan? Why?
3. Give your opinion regarding the destruction of nature that occurs in Kalimantan.
4. Have you heard or read any folktales from Kalimantan? Can you give an example?

2. Activity B. 2

Previewing Vocabulary

The words and phrases in the box are from the above reading text.
Look up the Indonesian meaning of them in the dictionary.

Find their meaning in the dictionary and compare your answers with a partner.

WORD	MEANING
Abundance	
Wisdom	
Envious	
Upstream	
Pierced	
Goddesses	
Superstition	
Termites	
Fell into	
Known as	



3. Activity B.3

Reading Text (Narrative Text)

The story of Bujang Beji and Bukit Kelam

Once upon a time, lived two men named Bujang Beji and Tumenggung Marubai, who were different from each other in character.

Tumenggung Marubai was a humble, kind-hearted person. Bujang Beji was his opposite. He was greedy and arrogant. They made a living as fishermen, each having his own favorite spot for fishing. Tumenggung Marubai sourced his fish Rimpang Melawi River, where fish could be found in abundance. As for Bujang Beji, he always fished in Simpang Kapuas River, where there was less fish. Therefore, it was no wonder that Tumenggung Marubai always brought home more fish than did Bujang Beji.

Tumenggung Marubai used a big trap called *bubu* to catch fish. After his *bubu* was filled with fish, he chose only the bigger ones and released the smaller ones back to the river. Thanks to his fishing wisdom, there were always plenty of fish in the river.

Realizing that he had never caught as many fish as Tumenggung Marubai did, Bujang Beji felt so envious that he thought of a way to beat him. An evil thought crossed his mind. He decided to catch fish using tuba, a fish poison extracted from derris root. He found it works. Fish were easily caught, more and more fish everyday. But there was a greater problem that he did not realize, it was that the fish were greatly reduced.

On the other hand, Tumenggung Marubai still got a lot of catches. This made Bujang Beji

even more jealous. “What?” Bujang Beji yelled “No one is better than me!” He must have the best of everything - everyone knows that. What could be better? Bujang Beji was successful in catching many fish, but seeing what Tumenggung Marubai got, Bujang Beji was bothered. So Bujang Beji decided to get rid of Tumenggung Marubai’s luck, once and for all. Then, Bujang Beji



began to think and he found the way he thought was the best. The very finest idea crossed his mind, “I have to cover the flow of the Melawi River with a large rock **upstream**, so the fish will settle there,” thought Bujang Beji. He planned to use a large stone from the hills of Nanga Silat. Then, he departed for the hills. He brought the rock in his hand. Then all of a sudden, far away, he heard the sound of girls laughing at him. His attention was distracted, Bujang Beji accidentally stepped on a thorn, reflexively he dropped the stone that he was holding. Bujang Beji was caught in anger. Bujang Beji found that it was the khayangan goddesses who laughed at him. “You will pay for this!” he shouted as he stamped his foot pierced by a poisonous thorn on one of the nearby hills. Bujang Beji’s failed to close the Melawi River. All because of the goddesses of heaven. “I will take revenge.” Said Bujang Beji.

Bujang Beji planned to reach the land of heaven by using the kumpang mambu tree, which is a kind of giant wooden tree whose end rises to the sky. He started planting the scented tree. In just a few days the tree had grown so high that the top was invisible to the naked eye. Right before climbing the Kumpang Bambu, he did a **superstition** ritual in order to get protection from the holy spirits of the land and animal spirits. However, there were two animals that Bujang Beji forgot to offer, they were a group of **termites** and bears. It made them angry. They also negotiated to thwart Bujang Beji. “Let’s just gnaw the bamboo tree until it’s broken!” proposed the bear. The Termite agreed. Then they started to do it. At that time, Bujang Beji had almost reached the land of heaven, he **fell into** the ground and died instantly. Thus, Bujang Beji’s attempt to harm the goddesses of heaven also failed. Tumenggung Marubai was spared from Bujang Beji’s evil intentions.

Nowadays, the peak of Nanga Silat Hill is well **known as** Bukit Kelam. It has become one of the tourist attractions in Sintang, West Kalimantan, and has become a tourist forest area with very beautiful scenery.

(Adapted from <https://dongengceritarakyat.com/cerita-rakyat-kalimantan-barat-paling-populer/>)



Answer the questions based on text

1. How did the writer describe the main character in paragraph one?

2. The word 'he' in paragraph 1 refers to?

3. In paragraph 3, the word "envious" is the closest meaning to?

4. From the text above, what does this sentence mean "There must be a way for Tumenggung Marubai not to get a lot of fish." ?

5. Answer the questions listed in the box

No	Do you know	My Answer
1	Which specific type of Narrative text is this story?	

No	Do you know	My Answer
2	What clues led you to your conclusion?	
3	What is your opinion about Bujang Beji's action in using a toxin to catch fishes?	
4	What is the moral value of the story?	
5	Find the topic sentence and supporting sentences!	

4. Activity B.4



Work in Pairs

Read the story again, identify the main idea and the supporting idea from each paragraph. Paragraph 1 has been done for you.

Paragraph	Main Idea	Supporting Idea
Paragraph 1	<i>Once upon a time lived two men named Bujang Beji and Tumenggung Marubai, who were different from each other in character.</i>	<i>Tumenggung Marubai was a humble, kind-hearted person. Bujang Beji was his opposite. He was greedy and arrogant. They made a living as fishermen, each having his own favorite spot for fishing. Tumenggung Marubai sourced his fish Rimpang Melawi River, where fish could be found in abundance. As for Bujang Beji, he always fished in Simpang Kapuas River, where there was less fish. Therefore, it was no wonder that Tumenggung Marubai always brought home more fish than did Bujang Beji.</i>
Paragraph 2		
Paragraph 3		

Paragraph	Main Idea	Supporting Idea
Paragraph 4		
Paragraph 5		
Paragraph 6		
Paragraph 7		
Paragraph 8		

5. Activity B.5

1. Reread the text in the activity B.3, what do you think it is about? Put (✓) the correct answer and (x) for the wrong answer.

- The text talks about a man called Tumenggung Marubai, who was a kind person and not arrogant.
- Bujang Beji often does superstitious rituals so that he can go to heaven
- Bujang Beji was unsuccessful in his attempt to reach heaven because he was thwarted by bears and termites.

2. What is the tone of the text? Check (✓) the correct answers

- | | | | |
|-------|-------------|-------|--------------|
| | 1. humorous | | 3. cheerful |
| | 2. serious | | 4. identical |



Fun Fact

Tone of the text : Tone is the mood, feeling, or emotion that is implied in an expression or text writing. Sometimes the author shows some emotion and you must be able to recognize it.

If the author is being funny, the tone might be **humorous**. If the author's making fun of something, the tone might be **sarcastic**. If the author feels strongly that something is right or wrong, the tone might be **impassioned**.

Grammar Focus

In this activity, mental verbs, the personal voice, and the impersonal voice are introduced.

Mental Verbs

Some action verbs cause physical movement that you can see. While the others are mental actions that can not be seen. This mental action

uses mental verbs. Mental verbs are used when you would like to express opinions. It includes *know, think, learn, understand, perceive, feel, guess, recognize, notice, want, wish, hope, decide, expect, prefer, remember, forget, imagine, and believe*; for example,

- a. I believe fish toxins endanger nature.
- b. I think the fishing wisdom of Tumenggung Marubai is important to preserve nature.

Categorize whether the action verbs are physical (P) or mental (M).

1. Tumenggung Marubai caught fish by using *bubu*.
2. Bujang Beji reached the land of heaven.
3. I thought about the danger of poisons to hunt fish.
4. Beji decided to get rid of Tumenggung Marubai's luck.
5. Beji fell to the ground and died instantly.

Moving from personal to impersonal voice

The personal voice is used to indicate a subjective opinion, for example,

- a. I think fishing wisdom is essential in preserving nature.
- b. I believe that fish-toxin endanger humans who consume it.

The impersonal voice is used to indicate an objective opinion, such as through the use of absolute statements or modalised statements; for example,

- a. Fishing wisdom is essential in preserving nature.
- b. It could be argued that fish-toxin endanger humans who consume it.
- c. The government should regulate
- d. It is said that ...

Categorize the sentences to the personal voice (PV) or the impersonal voices (IV).

1. I understand how the use of fish toxins endanger humans' health.
2. The use of fish toxins endanger humans' health.
3. I believe many people still use bombs for fishing.
4. Fishing using traditional equipment is better than using bomb.
5. I feel that old generations think only to exploit the sea.

C. Speaking

1. Activity C.1



Work in Pairs

Look at the photos and answer the questions

- a. What do the pictures illustrate?
- b. What issue is portrayed in the pictures?
- c. How was the issue delivered?
- d. What is your opinion toward the issue?



**1. Mark each statement with a number from 1 to 3
(1 = agree; 2 = neutral, and 3 = disagree)**

- a. Catching fish using bombs is allowed, to make it easier to get a lot of fish..
- b. Fishing using traditional equipment is better than using modern equipment.
- c. Coral reefs are valuable treasures for underwater life, especially fish and other living creatures.
- d. Government's regulations are the most important factorS in preserving the marine life.

2. Activity C.2



Speaking Activity

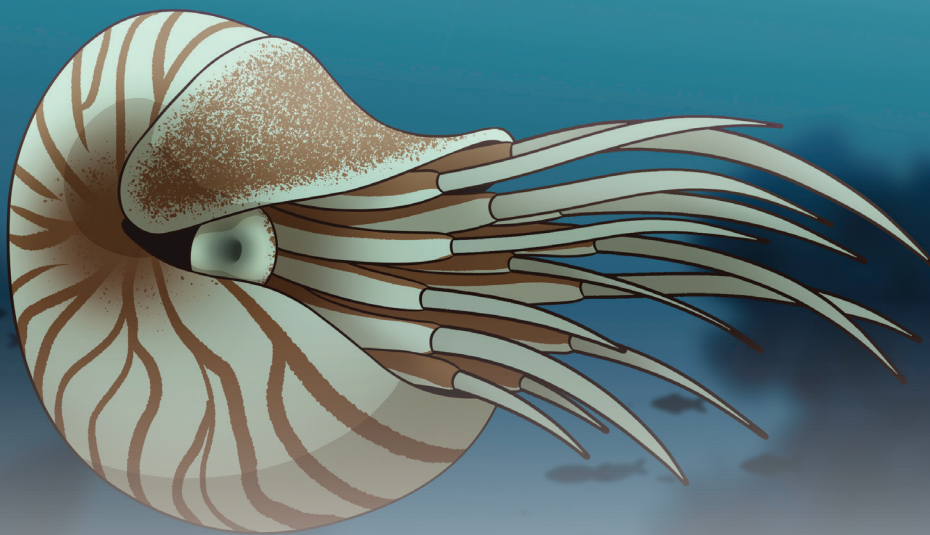
State sentences from the listed vocabulary (the vocabulary will be based on writing and reading).

Illegal Fishing

Overfishing

Corral Exploitation

Marine wealth



3. Activity C.3

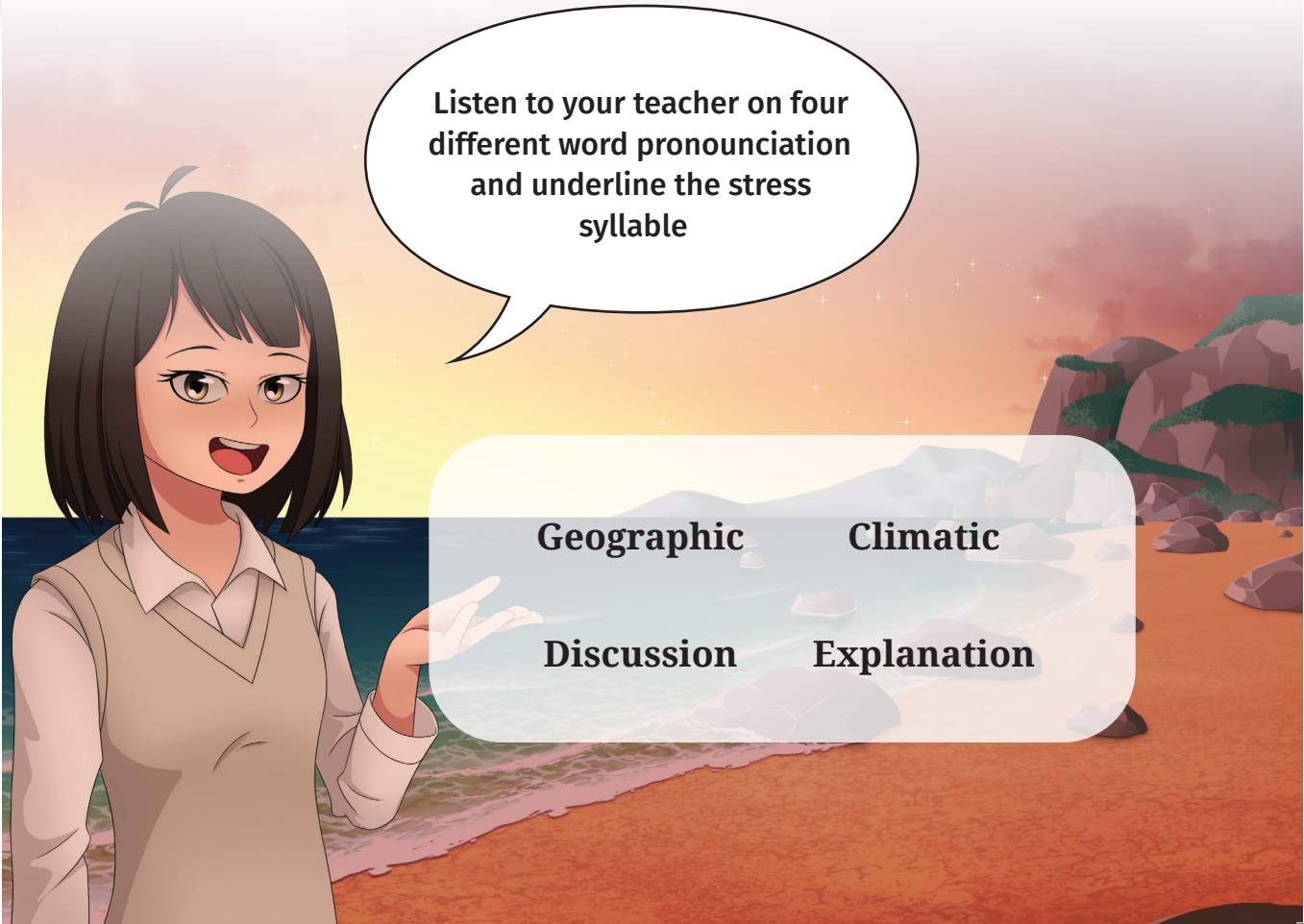
Role Playing (student choose one among three context as topic for speaking, the character and context will be based on reading and writing)

1. You are a university student conducting an observation about the illegal fishing practice. After finishing the observation, you have to present the result about: why this is happening and how to prevent illegal fishing.
2. As a university student, you will give a brief explanation about the dangers of overfishing to the local community. In the talk, you will probably explain about the effect of overfishing to the maritime system.
3. You and your colleague (pair) are having a very interesting discussion about an interesting fact in Kalimantan .

This activity leads you to do Role Play. There are some steps that you need to do in this activity.

1. Browse information from various resources to respond the topics.
2. Find points of idea on each topic and give elaboration in form of data, facts, or example.
3. Share with your pair the points and the elaborations.
4. Each student gives feedback to his/her partner regarding the points and elaboration delivered.
5. The students practice in giving points of arguments in pairs.

4. Activity C.4



Listen to your teacher on four different word pronunciation and underline the stress syllable

Geographic

Climatic

Discussion

Explanation

Now pay attention to the picture!!!

The key rules

Stress the second-to-last syllable of:

- ✓ Words ending in **-sion** and **-tion**

Examples:

ex**TEN**sion, retribu**tion**

- ✓ Words that end in **-ic**

examples:

ec**STAT**ic, geo**GRAPH**ic



Useful Tips

“Simplify big words by breaking them down into syllables.”

This activity asks you to pronounce some words. There are some steps to be followed:

1. Repeat what the teacher said
2. In pairs, pronounce the words correctly and do some checking in Google Translate or thesaurus.com.

**Work in Pairs
and take turns.
Remember to
stress the correct
syllable!**

Problematic

Sarcastic

Observation

Preservation

Dilematic

Characteristic

Supervision

Decision

D. Writing

Overview

Expressing argument is part of *the genre of arguing* which is a fundamental language process for learning in the beginning stage. The students are stimulated to give an opinion of a story and share reasons for a viewpoint. Mental verbs, the personal voices, and the impersonal voices are useful to express a point of view or proposition to be followed by an elaboration. According to Knapp and Watkins (2005) the key structural features of argument (in all its textual forms): namely, a point followed by an elaboration.

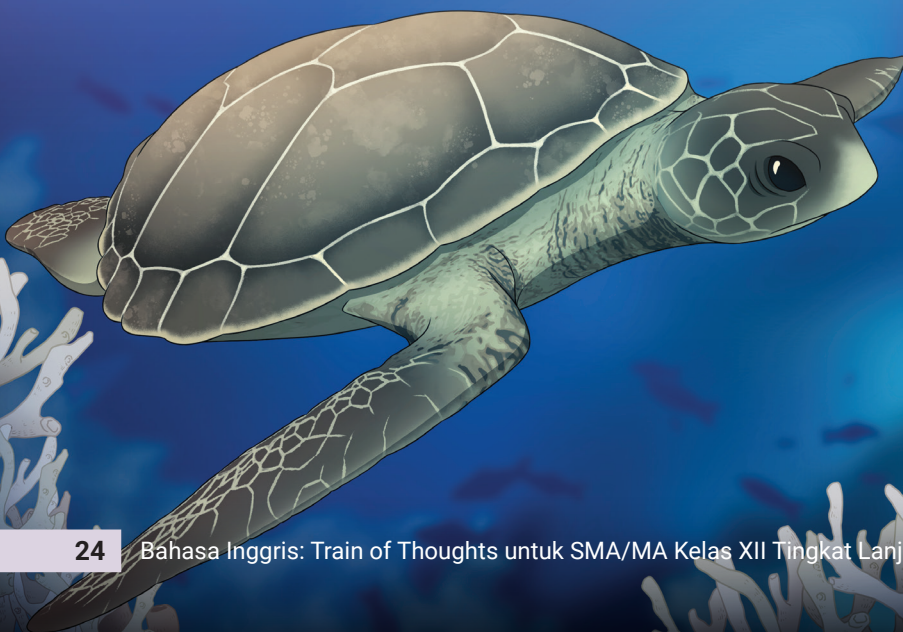
1. Activity D.1



Work in Pairs

Choose four points that are most relevant to the topic “Illegal Fishing Putting Future Indonesian Sea at Risk”.

1. The absence of the government’s strict policy in prevailing eco-friendly ways to catch fish endangers the future of the Indonesian sea.



2. Most areas in the Indonesian archipelago stretching from Sabang to Merauke consist of water.
3. International and Illegal fishers target Indonesia as the main prey for their action.
4. Fisheries are important.
5. The mindsets of old generations who do illegal fishing tend to only think about getting profits.
 - a. The Illegal, Unreported, and Unregulated Fishing (IUUF) unlawfulness happens in Indonesia.

Source : <https://econusa.id/en/ecoblogs/illegal-fishing-putting-future-indonesian-sea-at-risk/>

2. Activity D.2



Work in Pairs

Task Instruction:

1. Read the four points that you have chosen in the previous activity.
2. Select some supporting arguments to elaborate each point chosen.
3. Put your answers in the table provided. One has been done for you.

Match the four points you have chosen with correct elaboration below.

1. They greedily catch as much sea products as possible to get a lot of money illegally. Therefore, there is no protection of the ocean's natural resources. They live today and never think about the next generation's life.
2. The revision of the Maritime and Fisheries Ministerial Regulation on the Fish Catch Business and Productivity of Fish Boat allows large-sized fishing vessels to use trawl-nets and cantrang (seine net). The tools are not eco-friendly to catch fish. It can destroy the sea ecosystem and crumples the small fishermen due to the less catches with the rampant practices of illegal fishing.

3. Indonesia has 3 million square kilometers Economic Exclusive Zone (EEZ) which put it on the 7th rank with the largest EEZ in the world as from the total of 3.25 million square kilometers of Indonesian water.
4. The IUUF unlawfulness in Indonesia, according to Arif Satria, the Rector of Bogor Agriculture University (IPB), commonly includes documents forgery, transshipment on open sea, absence of permit document, permit violation, and multiple flags.
5. In Indonesia alone, IUUF practice has led to USD 4 billion state losses annually. As to Susi, the figures here could even be twofold higher than the official data.
6. According to Susi, fisheries are deemed renewable resources which will be more productive when we care about them. The more we let go, the more breeding there will be.



1	Point, states the main argument	International and illegal fishers target Indonesia as the main prey for their action.
	Elaboration, develops and supports each point of argument.	Indonesia has 3 million square kilometers Economic Exclusive Zone (EEZ) which put it on the 7th rank with the largest EEZ in the world as from the total of 3.25 million square kilometers of Indonesian water.
2	Point, states the main argument	
	Elaboration, develops and supports each point of argument.	
3	Point, states the main argument	
	Elaboration, develops and supports each point of argument.	
4	Point, states the main argument	
	Elaboration, develops and supports each point of argument.	

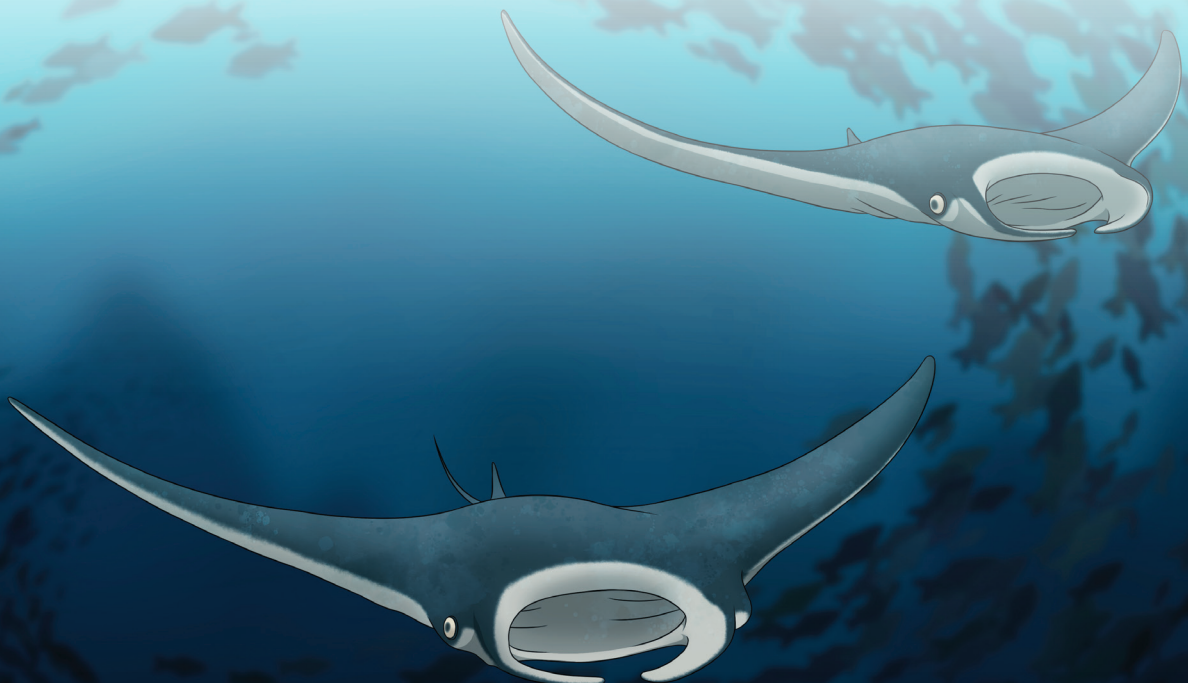
3. Activity D.3



Work in Pairs

Make a good paragraph based on main points and elaboration that you have matched. Use correct linking and connective words such as because/ since/as/for (expressing cause), besides/moreover/furthermore (expressing additional information).

Idea 1	International and Illegal fishers target Indonesia as the main prey for their action. It is because Indonesia has 3 million square kilometers Economic Exclusive Zone (EEZ) which puts it on the 7th rank with the largest EEZ in the world as from the total of 3.25 million square kilometers of Indonesian water.
Idea 2	
Idea 3	
Idea 4	



4. Activity D.4

Work individually. Make a good paragraph regarding the topic given. Research some supporting arguments/evidence from books or the internet.

1. Indonesia War On Illegal Fishing

Point, states the main argument		Change into a good paragraph
Elaboration, develops and supports each point of argument.		

2. Indonesia's Natuna Challenge

Point, states the main argument		Change into a good paragraph
Elaboration, develops and supports each point of argument.		

Do peer correction with your friends to check the work based on these rubrics.

Points of Scoring	Indicators	Score	Your Score for your friend's work
Content	The candidate argument is relevant with the topic	25	
	The candidate argument is not relevant with the topic	0	
Communicative achievement	The writing is appropriate for the task. The students use a style which is appropriate for specific communication context	25	
	The writing is not appropriate for the task. The students use a style which is not appropriate for specific communication context	0	

Points of Scoring	Indicators	Score	Your Score for your friend's work
Organization	The writing is put together well	25	
	It is difficult for the reader to follow	0	
Language	There is a good range of vocabulary and grammar	25	
	There are mistakes that could make the reader difficult and confusing for the reader.	0	

In retrospect

What I have learned from this chapter: _____

The material(s) I understand the most: _____

The material(s) that needs improvements: _____

The material(s) that I want to learn more: _____

My opinion about this chapter: _____

Assessment

Part 1

Read the following text and answer the questions

Damak and The Black Hat



There was a man called Damak. He lived in a little house by the sea in Ambo Island. He caught fish from the sea to eat. He got money for rice by selling fish.

One day, as he was getting fish, he heard a very loud noise and soon he realized what sound it was.

“It is a bomb! Oh, my God!”

Damak dropped the fish he was carrying, and ran to the source of noise. There were

some fishermen who did Illegal fishing by using bomb used for Coal Mining.

Damak was angry at them since they damaged the sea ecosystem then he took his knife to threaten them to stop their action. Because Damak was famous for her ability in martial arts, the fishermen finally gave up and left the place. Since then, Damak committed to taking care of the sea from illegal fishing.

The leader of the village gave him a present for his dedication. It was a lovely hat. It was black, like the night. It was light, like a feather. It was a beautiful hat, and Damak loved it.

“If I were a king,” he said, “I should not ask for a better crown than this.”

It was always on his head. When the sun was hot, it kept him cool. When it rained, it kept his head dry. When he was tired he pulled it over his eyes, and he went to sleep. When the wind blew he pulled it down low to keep his head warm.

He said he would never give it away. He said he would keep it always.

But he was wrong! He did not always keep it.

One day, when he was fishing, he heard a loud noise above him. Damak looked up. He cried out. But it was too late.

A great bird came down at him. Damak put up his arm to keep the bird away. But he did not hold onto his hat. The bird took his hat!

“My hat! My lovely black hat!” cried out Damak. “Drop it, Great Bird. Gave me back my hat.”

But birds don’t listen to words like that! It flew away. It was gone.

Damak ran after it as fast as he could. There were big stones, and the path was hard to follow. Up he went, high up into the hills.

At last he found the big bird. It was resting. It did not see him coming. The hat was beside it.

Up went Damak's knife. Then down it came, hard. It went deep into the earth. But it did not hit the bird. It had missed it. The bird flew away, but it left the hat behind.

"It's safe. I've got it again," shouted Damak loudly.

Damak put his lovely hat back on his head. He took hold of his knife. But he could not move it. It would not come out. He pulled and he pulled. At last it was free.

What could he see in the hole it had made?

Gold. Lovely shining stones made of gold.

Damak filled up his pockets with gold and he filled up his hat! He took so much that his legs would not carry him.

From that day on he was **well-off**. However, he still committed to guarding the sea in his area from illegal fishing.

Modified from <http://www.e-borneo.com/insideborneo/legend0011.shtml>

1. Scan the text above, what do you think it is about? Put (✓) the correct answer and (✗) for the wrong answer.

.....	Damak catches fish from the sea and grows rice to earn money.
.....	Damak gets the hat from the leader of village.
.....	A big great flying monstrous animal took his hat away from him.
.....	Damak had bad luck from that hat all his life. He became poor, old and died of suffering.

2. How did the writer describe the main character in the text?

.....
.....
.....

.....

.....

.....

.....

.....

.....

.....

3. What is meant by “well-off”? In *“From that day on he was well-off. However, he still committed to guarding the sea in his area from illegal fishing.”*

.....

.....

.....

.....

.....

.....

.....

.....

.....

4. What can we learn from the story?

.....

.....

.....

.....

.....

.....

.....

.....

.....

5. Retell the story with your own words

[illegible]

Part 2

By the end of this assessment, you will be asked to share your arguments based on the previous story .

Steps:

1. Build your arguments by using these questions:
 - a. Give your point of argument. If you were Damar, would you do the same thing like him?

b. Give the reasons for your point!

Put your response in this table.

Point of Argument	
Elaboration	

2. Write your draft into a good paragraph.

3. Share your paragraph in front of your classmates.

Enrichment

As citizens, let's talk about the problems in our surrounding. Research and write the problems by referring to the guidance questions:

- What are the issues in your surrounding?
- Let's find the problems around us and take pictures?
- Can you tell me why you chose this?

Your point of arguments must be supported by a photo taken from your area.

One example is provided for you,



This is a mountain in my area. However, for years this mountain has been exploited for industrial purposes. Mountain scraping for industrial purposes can cause several disasters such as floods and landslides. People in my area have been impacted by this industrial activity. They suffer from floods in the rainy season and are threatened by landslides also. Therefore, I pointed this out as a big environmental problem in my area

The results of the work are presented in the form of a written file and a video as attractive as possible which is uploaded to the desired social media.

The rubrics that will be used in this Assesment and enrichment are:

Writing Rubric

No	Aspects	Indicators	Score Range
1	Content	The candidate argument is relevant with the topic	25
		The candidate argument is not relevant with the topic	0

No	Aspects	Indicators	Score Range
2	Communicative Achievement	The writing is appropriate for the task.	25
		The writing is not appropriate for the task.	0
3	Organization	The writing is put together well	25
		It is difficult for the reader to follow	0
4	Language	There is a good range of vocabulary and grammar	25
		There are mistakes that could make the reader difficult and confusing for the reader.	0
	Total		100

Speaking Rubric

No	Aspek graded	Score
1	Pronunciation	1-5
2	Intonation	1-5
3	Fluency	1-5
4	Meaning Accuracy	1-5
	Total	

Score = Total x 20 = 100

Notes:

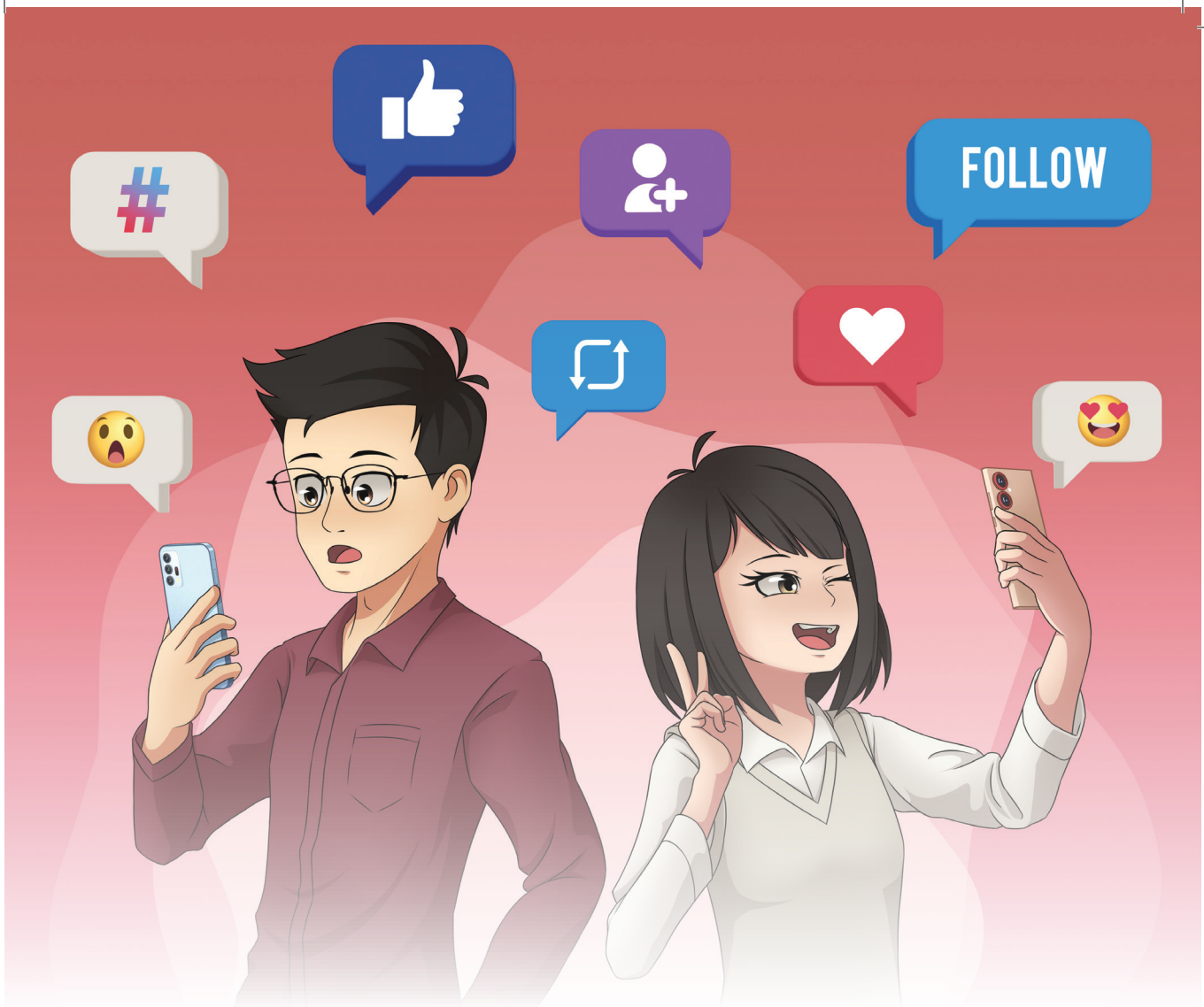
1. All sentences are incorrect.
2. Many sentences are incorrect.
3. There are errors that make the meaning is unclear
4. There are errors but still understandable and clear.
5. The sentences and meaning are correct. It is understandable.

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2

Connected to Social Media





At the end of unit you are able to:

- ✓ Identify the characteristics of an analytical exposition text, including social function and text structures.
- ✓ Explain the characteristics and the organization of ideas from complex texts in form of Analytical exposition
- ✓ Understand implicit and explicit information (main ideas and detailed information) from the texts.
- ✓ Express arguments in form of Analytical Exposition
- ✓ Present ideas in group
- ✓ Arrange analytical exposition text in form of multi modal text
- ✓ Write an analytical exposition essay with an appropriate schematic structure

Lead in

1. How much time do you spend on social media?
2. Do you enjoy using Social Media? Why?

The second question asks you to justify your position regarding Social Media. When you try to give arguments in order to justify a position or an interpretation (persuading that), the kind of text that you use is analytical exposition (see Derewianka, 1990; Coffin, 2006; Martin & Rose, 2008; Derewianka & Jones 2012). This text will be explored more in this unit.

A. Listening

1. Activity A.1

Guess What's Happening!





Work in Group

Work in groups and guess what is happening by referring to the questions below.

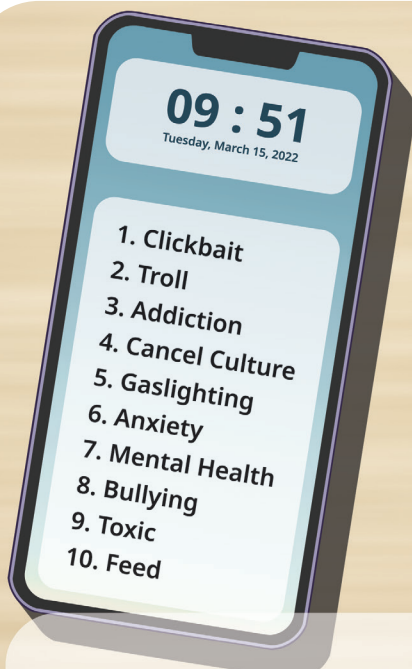
1. What's going on in the picture?
2. Predict briefly what the listening might be about?

2. Activity A.2



Work in Pairs

In order to help you understand the conversation that you will listen to, work in pairs to match the words in the box with the suitable meaning.



- a. Content from social media accounts you are subscribed to.
- b. A text or thumbnail link that is designed to attract attention and views.
- c. Removing someone out of professional or social circle or termination of social media account abuse.
- d. Psychological abuse where a person or group makes someone feel they are not abused.
- e. Someone who leaves an intentionally annoying or offensive message in order to upset someone or to get attention or cause trouble.
- f. The improper usage or treatment of a thing, often to unfairly or improperly gain benefit.
- g. It's a feeling of fear or apprehension about what's to come.
- h. Our emotional, psychological, and social well-being.
- i. A condition in which a person is unable to stop using a substance or engaging in behavior.
- j. Extremely harsh, malicious, or harmful.



Taken From <https://www.youtube.com/watch?v=onO4qVjVwJE> (Retrieved on May 27, 2022)



3. Activity A.3

Discussing a Friend's Problem in Using Social Media



Listening

Listen to Andi and Indah talking on the phone.



Work Individually

Answer these the following questions. Work individually for question number 1 and 2 and work in pairs for number 3-6.

1. Who are they discussing?
2. Are the sentences true or false?

Statement	Answer	
Indah is stressed now.	True	False
Dina spends most of her time on social media.	True	False
Andi said that social media really affected his mental health.	True	False
Indah can control herself in using social media.	True	False
Trolls are not a big problem in social media.	True	False

3. What do the speakers think about the topic?

Andi	Indah

4. Listen to the recording and fill in gap.

She told me that she was really addicted to it and claimed it was a vicious circle. It really . . . (1) her mental health. When she updated her status and photo in her social media accounts, she tried to

share her best and brightest moments in her life. However, later on she struggled with her . . . (2) because she started to compare her behind-the-scenes status with other people's status. She could easily feel jealous with other's happiness. Moreover, she was . . . (3) with being given "like" and "comment" from other viewers in her current status. She also experienced anxiety and even took down her photo if there was no likes on it. She said this condition truly changed her sense of identity because she saw her . . . (4) based on what others think about her. You know how crazy Andi is. She could take hundreds of photos to make sure that it could invite . . . (5) from others on Social media.

Modified from https://youtu.be/Czg_9C7gw0o (Retrieved on May 27, 2022)

Put your answer in the table and find the meaning in Indonesian Language

No	Answers	Meaning

5. Match the expression with their meaning



<https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Listening-C1-Tech-addiction.pdf>
(Retrieved on May 27, 2022)

4. Activity A.4



Listening

Listen again and answer these questions.

1. Mention some information that you heard from the conversation.
2. What kind of moral values that can you get from learning activities?
3. Did you have a similar experience? Explain!
4. How to be a good social media users?

5. Activity A.5



Work in Pairs

Work in pairs. These sentences have been delivered in the previous dialogue. You need to arrange these jumbled sentences into correct order.

1. It not only causes addiction but it is also used by trolls to create a toxic ambiance in social media.
2. Even some well known celebrities experienced emotions deeply and comitted suicide like what happen to Go Hara, Youtuber Cho Jang-mi.
3. They are horrible and can easily destruct mentality by doing gaslighting, bullying harshly , and doing cancel culture that can make someone out from social and professional cycle.
4. I am aware of the dangers of social media to my mental health.
5. There are so many victims because of them.

B. Reading

1. Activity B.1

Building prior knowledge.

Do you still remember about Exposition Text?

Social Function	Type of exposition text
To persuade the listeners or readers that something is the case.	<ul style="list-style-type: none">• Analytical exposition• Hortatory exposition
Generic structure	
<ul style="list-style-type: none">• These (introduces the issues and the writer gives a point of view regarding the issues).• Arguments (support the thesis by giving evidence and examples).• Eiteration (the restatement of the thesis) or recommendation.	

Find ten words related to social media and consumerism in the grid below horizontally and vertically, then write their meanings in English meanings in the table. You may use a dictionary to help you.

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

No	Vocabulary	Meaning
1
2
3
4
5
6
7
8
9
10

2. Activity B.2

Read the text below.

Nowadays, social media have affected our lives in many different ways, with no exception among teenagers. Young people access social media not only for the purpose of entertainment anymore, but also for information, connection, and even consumption. The simplicity gained from accessing social media about goods brings consumerism. Consumerism is defined as the increase of consumption of goods and services purchased in the market to fulfill people's desirable goals or wellbeing and happiness maintenance (Hayes, 2021). Here are several reasons why social media have impacted the rise of consumerism.

Thesis



Years ago, whenever people wanted to buy something, they needed to drive certain distances and visit stores. In stores, people would find the information about what they needed by observing directly or asking the store employee about the details. However, this way significantly changed due to the presence of social media. Social media platforms such as Facebook, Instagram, TikTok, YouTube, and else, provide information about

Argument 1
+
elaboration

various goods that can be accessed anytime, even from home. For instance, if you are interested in purchasing a pair of shoes but are unsure of which type best fits your needs, social media will provide descriptions along with pictures. If you are still unsure, they also allow you to post questions through comments sections or personal chats with the sellers. Direct testimonies, public comments, or stars given by other customers, are often considered more reliable than speaking to store employees, or viewing a company website. The details provided can eliminate the necessity to visit a brick-and-mortar location, thus eliminating time spent in a store as well as commuting.



The tendency to imitate the behavior of inspiring people around also affects people when they decide to buy certain products. These people are called influencers coming from idols, favorite students, or celebrities that become teens' role models. Their popularity increased as the more followers they earn

have invited marketing companies to ask them to advertise their products. They set some standards for fashion, room decor, cute tools, and many daily products. To be acknowledged as a part of an updated society, teenagers tend to purchase those goods recommended by the influencers, whether they need them or not.

Argument 2
+
elaboration

Social media are inexpensive platforms for companies to reach millions of users. A lot of companies have joined hands with these platforms so their target users may often unconsciously see their advertisements. In addition to that, companies offer special deals, promotions, discounts, and cashback rewards that influence teenagers' consumption behavior. Some teens might need to wait for several months just to buy a branded watch waiting for the discount season, and go back and forth to check it out at the store. However, now they simply can check their social media accounts or most of the time the advertisements pop up on their page.

Argument 3
+
elaboration

Those reasons above may explain why social media has become a greater force for buying decisions due to the conveniences it offers.

Reiteration

3. Activity B.3

Identify the main idea of each paragraph.

Paragraph	Main Idea
1	
2	
3	
4	
5	

4. Activity B.4

Answer the following question.

1. What is the main idea of the text?
2. What do young people use social media for?
3. Here are the writer's arguments about social media and consumerism. Mark the correct answer (✓), you can choose more than one.

	Young people should access social media to buy products.
	Teenagers tend to imitate social media influencers and buy things they recommend.
	Open access to information encourages people to buy products they want.
	A lot of companies have joined hands with social media platforms so their target users may often unconsciously see their advertisements.

4. Do you agree that social media changes the way teenagers buy things? How?
5. According to the writer, how does the change in obtaining information influence consumerism?
6. In what ways do influencers affect young people to buy more products?
7. '... social media has become a greater force for buying decisions due to the conveniences it offers.'
Do you agree with the statement? Explain!
8. Look around you. Do you think your friends and young people in your area have developed consumerism? Explain your reason.

5. Activity B.5

Read the text again, make a connection between what you thought before reading and what you read in the text. Number one has been done for you.

I thought ...	I read ...
Social media has nothing to do with consumption.	It encourages consumerism.

6. Activity B.6

Take this quiz to discover whether or not you are addicted to social media. Afterwards, listen to your teacher about the result.

Quiz: Are you addicted to social media?

- How much time do you usually spend on social media each day?
 - Less than an hour
 - 1 - 2 hours
 - 3 - 4 hours
 - 5 - 6 hours
 - +7 hours
- You have taken a photo. How long does it take you to edit and upload it?
 - About a minute
 - A couple of minutes
 - 5 or 10 minutes
 - Half an hour
 - Around an hour

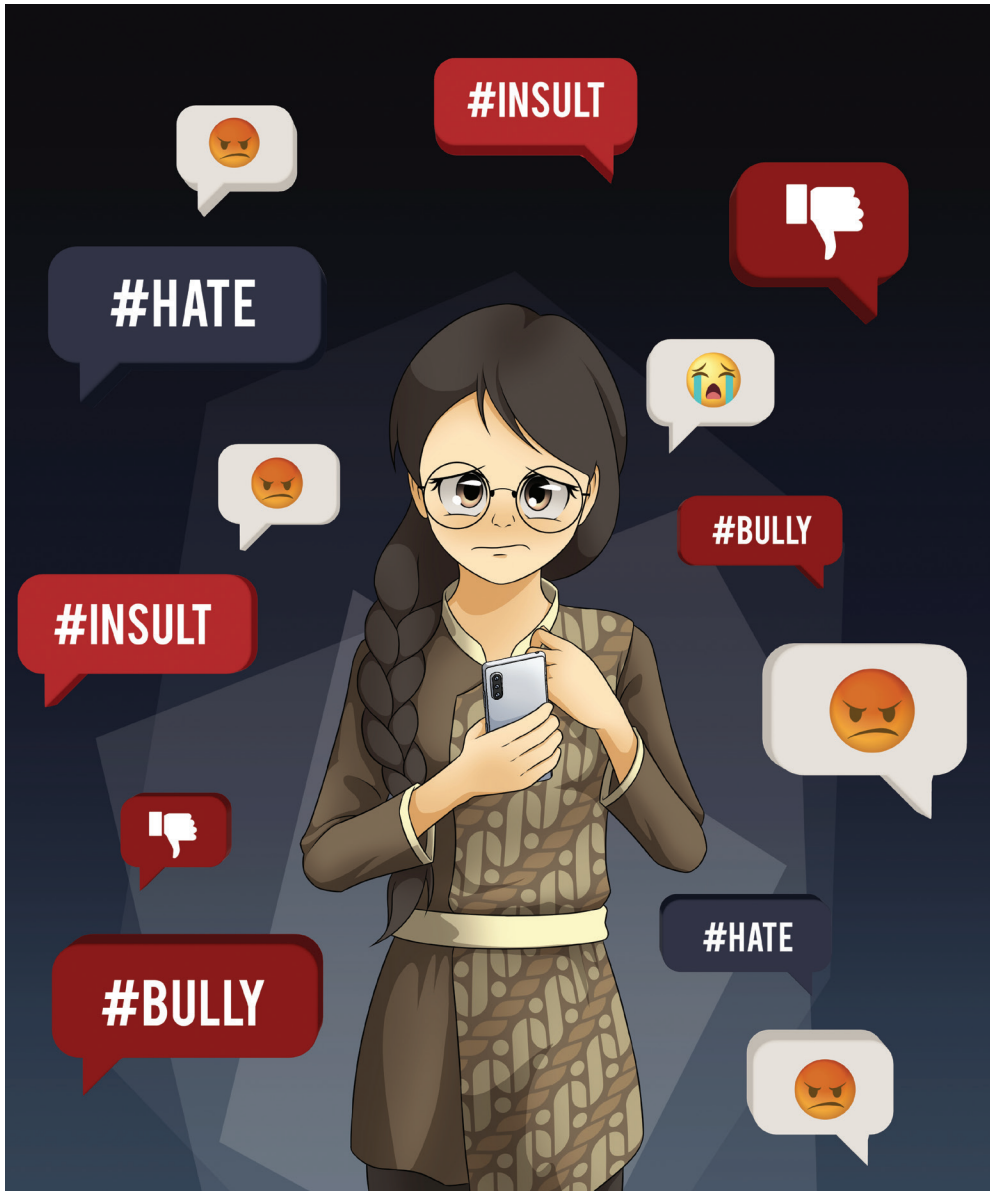
3. When are you most often distracted by social media?
 - a. Very rarely
 - b. When I'm eating
 - c. During conversations
 - d. When I'm at work
 - e. All the time
4. Do you feel your social media use is negatively impacting your relationships?
 - a. Absolutely not
 - b. I don't think so
 - c. I've been "told off" a couple of times
 - d. Only with certain people
 - e. Yes, quite a bit
5. Has anyone close to you ever complained about how much time you spend on social media?
 - a. Never
 - b. Maybe once or twice
 - c. My Parents
 - d. My Siblings
 - e. My Friends
6. Do you scroll through social media near bedtime or when you are in bed?
 - a. Never
 - b. I'll only answer text messages
 - c. I have a little scroll
 - d. I try to limit it to around 30 minutes
 - e. Definitely!

7. How often do you check social media notifications?
 - a. Once a day
 - b. A couple of times throughout the day
 - c. Every couple of hours
 - d. Probably once an hour
 - e. Every 10-20 minutes
8. When you do not have access to social media, how do you feel?
 - a. It doesn't bother me
 - b. Relaxed
 - c. Bored
 - d. Like I'm missing out
 - e. Anxious
9. How do you feel if nobody likes your post?
 - a. I couldn't care less
 - b. Meh. It probably wasn't a great post
 - c. Must. Try. Harder
 - d. I'd ask friends to like it
 - e. Embarrassed, I'd delete it

Taken from <https://balance.media/social-media-quiz/> (retrieved on May 2nd, 2022)

7. Activity B.7

Read the text carefully.



As humans are social creatures, they need to be in a community where they can connect and share feelings that will make them feel at ease. In the current society, these needs have been harnessed by the presence of social media platforms such as YouTube, Twitter,

Instagram, Facebook, TikTok, and others, enabling users to connect with others via posting and uploading status, pictures, and videos. Nonetheless, the versatility of social media in connecting people has brought several drawbacks such as FOMO (fear of missing out), social media over-connectivity, and cyber-bullying especially among teenagers as one of the most significant social media users.

Firstly, social media has created a sense of feeling commonly known as FOMO, which stands for fear of missing out. As implied by the term, FOMO describes an anxious feeling of being singled out from a group or community. Although FOMO has long been identified in Psychology, the term has gained popularity along with the pervasive use of social media among teenagers. Social media has the potential to accelerate FOMO as it is in line with its nature; it enables users to inform and/or to find out what one is doing instantly. The drawback caused by feeling FOMO among teenagers is at least twofold. FOMO can make teenagers feel insecure when comparing their own lives with others. Further, FOMO may hinder teenagers from achieving their goals as they invest significant time in social media and neglect their studies.

Another drawback of using social media is over-connectivity in cyberspace. There is a tendency for teenagers to always be on social media platforms to maintain interaction with peers. Interestingly, being ‘always connected’ in cyberspace has pushed away from social interaction in the real world. Most teenagers rely on their friends to seek a solution to problems they encounter. This situation has shifted parents’ pivotal roles in guiding their children with religious and moral values in society.

Cyberbullying is the third negative impact of the use of social media. Bullying itself has been recognized as one of the prevalent problems among teenagers. Unfortunately, the pervasive use of technology has accelerated bullying. Today, bullying occurs not only in the school’s environment but has also expanded to cyberspace, known as cyberbullying. Teenagers’ cyberbullying might derive from any materials posted on social media, such as pictures, status or videos. Cyberbullying can be detrimental to teenagers’ mental health. Anxiety,

insecure, and depressed are some common impacts of cyberbullying that sometimes end in a suicidal act.

Social media has become an inseparable part of teenagers' lives. Unfortunately, beneath social media's central role in connecting people, it presents several unavoidable drawbacks such as FOMO, over-connectivity, and cyberbullying.

1. Find the synonymous word in the passage from the following word list
 - a. Control and make use of (paragraph 1)
 - b. Ability to adapt or be adapted to many different functions or activities (paragraph 1)
 - c. Feeling insecure of missing something (paragraph 2)
 - d. Disadvantages (paragraph 3)
 - e. Creates difficulties (paragraph 3)
 - f. Feeling of being not confident (paragraph 4)
 - g. The act of harming others (paragraph 4)
 - h. Increase (paragraph 4)
 - i. Tending to cause harm (paragraph 4)
 - j. Most important (paragraph 4)
2. Decide whether the main idea written in the column is true or false. If it is false, write the correct main idea in the space provided.

Paragraph

Paragraph	Main Idea	True/False	Revision
1	Social media can be harmful for teenagers.		
2	FOMO is popular among psychologists.		
3	Social media causes over-connectivity.		

Paragraph	Main Idea	True/False	Revision
4	Cyber bullying is one of the negative impacts of social media.		
5	Social media facilitates communication.		

c. Read the questions below and write your answer

- a. Mention several drawbacks of using social media.
- b. How does social media change community life?
- c. Why will social media's drawbacks most likely impact teenagers?
- d. Do you agree that social media creates a gap between teenagers and real-life social interaction?
- e. The text gives several points on social media drawbacks. Think of your experience in using social media. Are any of the factors in line with your experience? Please elaborate.



8. Activity B.8

Have a class discussion, and answer the questions below to guide the discussion.

- a. Ideally, how much time should teenagers spend on social media in one day? Support your answer with sufficient arguments.
- b. What suggestion would you give to your friends (or yourself) who are addicted to social media?

Grammar Focus

In the reading chapter, we can find a paragraph using modality. As can be seen in the box.

Based on the pros and cons above, we might want to reconsider whether to do digital minimalism or not. Some people perhaps find digital minimalism too challenging due to the high necessity

of being connected. However, others might want to consider the benefit they can gain if they do it.

The attitude of a speaker or writer to express certainty, possibility, willingness, obligation, necessity and ability by using modal words and expressions is called modality. “Might” is one of modal verbs. Other modal verbs are as follows.

Meaning	Verb	Example
Strong obligation	must	You must do the task seriously.
Logical conclusion		She must be very tired. She has been studying all day long.
Prohibition	must not	You must not smoke at school.
Permission	may	May I wash my hands?
Possibility		It may be windy this afternoon!
Polite permission	might	Might I give you some advice?
Possibility		The teacher might give more explanation if you do not understand.
Advice	should/had better	You should/had better focus on the lesson seriously.
Ability	can	They can handle the problem.
Ability in the past	could	They could handle the problem last month

Fill the missing gaps or circle correct modal verbs.

I think we (should/may) protect our children from being addicted to social media.

The children (must/can) spend most of their time in it and forget their surroundings. Therefore, they (can/had better) lose their focus to study and to live in real life.

This is why we (might/should) control our children's activities on social media.

C. Speaking

1. Activity C.1



Work in Pairs

Look at the picture then discuss the questions **in pairs**. Do you have similar answers?



1. What online shopping application/websites do you often use?
2. How often do you do online shopping?
3. What do you usually buy? Why do you buy it?
4. Do you often buy something you don't really need? Why do you do that?

2. Activity C.2

Repeat after your teacher.

1. Online shopping
2. Consumerism
3. Consumer
4. Advertisement
5. Payment
6. Purchase
7. Brand
8. Retailer
9. Financial
10. Product

3. Activity C.3

Learn how to give a presentation by using the expressions given.

Section of presentation	Expressions
Greeting	Good morning/ afternoon/ evening The honorable . . . Ladies and gentlemen, welcome to my presentation.
Introduction	Today, I am going to talk about . . . The topic of my presentation is . . .
Outline	I am going to divide my presentation into three parts. I would like to begin with . . . Then, . . .
Summarizing	To sum up . . . In conclusion, . . . In short, . . .
Inviting questions	Any questions? Please feel free to ask me questions. I am happy to answer any queries.

Section of presentation	Expressions
Thanking audience	That's all, thank you. Thank you for your attention.

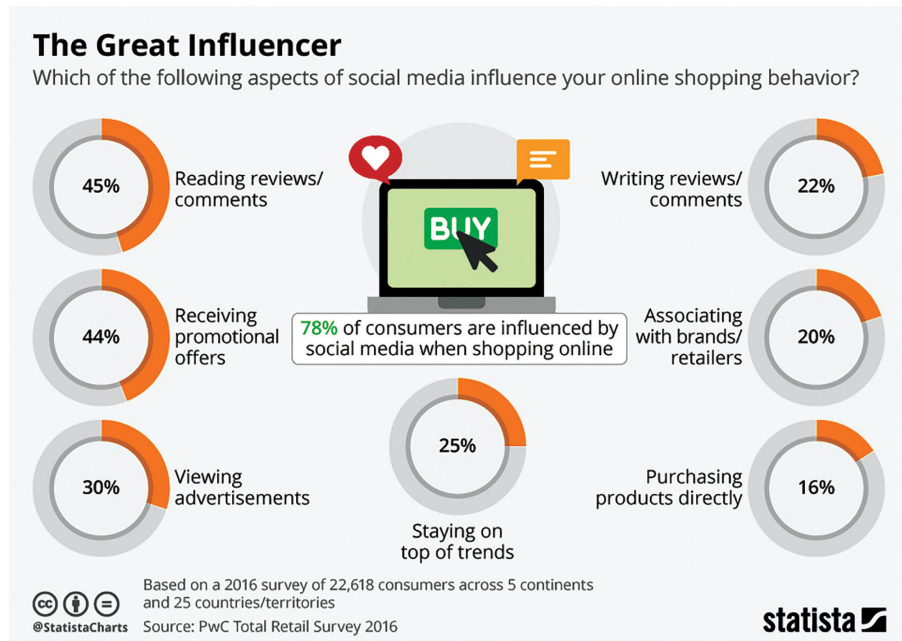
4. Activity C.4



Work in Group

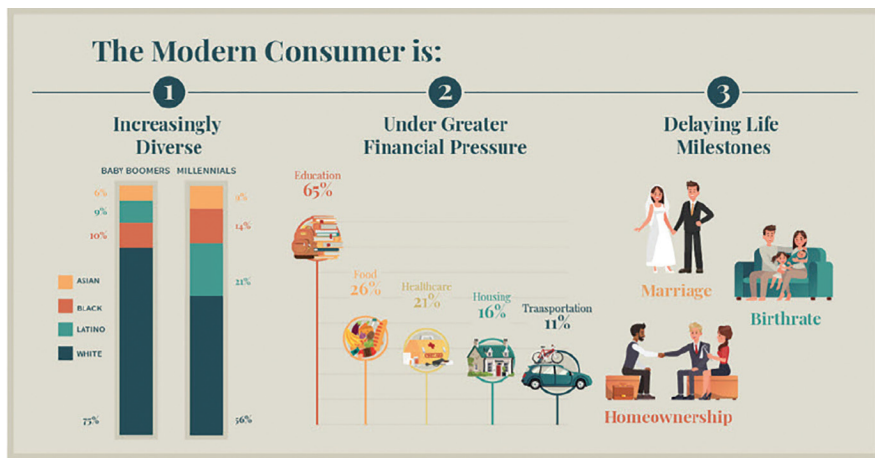
Learn the following infographics. **In groups** of four, choose one of the infographics, then make a simple presentation using expressions above. Present the result in front of the classroom.

A.



(Richter, 2016)

B.



(Desjardins, 2019)



5. Activity C.5

Think-pair-share

Read the following question: ‘Can you find strategies to reduce consumerism?’

Think: On your own, write three ideas you have about this question or problem.

1. _____
2. _____
3. _____

Pair: Discuss your ideas with a partner. Put a check on any ideas, above, that your partner also writes down. Then, write down ideas your partner have that you do not have:

1. _____
2. _____
3. _____

Share: Review all of your ideas and circle the one you think is most important. One of you will share this idea with the class. As you listen to the ideas of the whole group, write down three more ideas you agree with.

1. _____
2. _____
3. _____

D. Writing

1. Activity D.1

Overview

Analytical exposition is explained in this writing activity and It has been explained also in the grade XI. The social function of this text is to persuade the reader or the listener that something is the case. The generic structure of an analytical exposition text is thesis, arguments, and reiteration. Some linguistic features in Analytical Exposition:

1. Use Simple Present Tense;
2. Focus on one issue;
3. Express opinion (In my opinion ...; I think ...)
4. Use correct conjunctions to show logical relations between arguments:
 - a. Temporal conjunctions (e.g. First, Second, Third)
 - b. Causal conjunctions. (e.g. because, the consequence of ...)
 - c. Contrasting Conjunction (e.g however, on the other hand, but)
 - d. Conjunctions to conclude statements. (e.g therefore, consequently)
5. Modal verbs
6. Relational process. (e.g be, become, make, express, seem, remain, etc)
7. Evidence and opinions from experts to support and empower arguments.
8. Ordinal number to sequence arguments (e.g. first, second, third, etc)

Emilia, E. (2016). Pendekatan Berbasis Teks dalam Pengajaran Bahasa. Cetakan Ketiga. Bandung: Pustaka Jaya.

The generic structure and the linguistic features can be seen in this text.

Generic Structure	Analytical exposition essay structure	Text
Thesis	General Statement (Introduces the topic of the essay and give general background of the essay)	As humans are social creatures, they need to be in a community where they can connect and share feelings that will make them feel at ease. In the current society, these needs have been harnessed by the presence of social media platforms, enabling users to connect with others via posting and uploading status, pictures, and videos.
	Thesis	Nonetheless, the versatility of social media in connecting people has brought several drawbacks such as FOMO (fear of missing out), social media over-connectivity, and cyberbullying especially among teenagers as one of the most significant social media users.

Generic Structure	Analytical exposition essay structure	Text
Argument 1	Point	Firstly, social media has created a sense of feeling commonly known as FOMO, which stands for fear of missing out.
	Elaboration	As implied by the term, FOMO describes an anxious feeling of being singled out from a group or community. Although FOMO has long been identified in Psychology, the term has gained popularity along with the pervasive use of social media among teenagers. Social media has the potential to accelerate FOMO as it is in line with its nature; it enables users to inform and/or to find
		out what one is doing instantly. The drawback caused by feeling FOMO among teenagers is at least twofold. FOMO can make teenagers feel insecure when comparing their own lives with others. Further, FOMO may hinder teenagers from achieving their goals as they invest significant time in social media and neglect their studies.

Generic Structure	Analytical exposition essay structure	Text
Argument 2	Point	<p>Another drawback of using social media is over-connectivity in cyberspace.</p> <p>Cyberbullying is the third negative impact of the use of social media.</p>
	Elaboration	<p>There is a tendency for teenagers to be always on social media platforms to maintain interaction with peers. Interestingly, being ‘always connected’ in cyberspace has pushed away from social interaction in the real world. Most teenagers rely on their friends to seek a solution to problems they encounter, as revealed by a survey conducted by the National Citizen Service [3]. This situation has shifted parents’ pivotal roles in guiding their children with religious and moral values in society.</p>

Generic Structure	Analytical exposition essay structure	Text
Argument 3	Point	Cyberbullying is the third negative impact of the use of social media.
	Elaboration	Bullying itself has been recognized as one of the prevalent problems among teenagers. Unfortunately, the pervasive use of technology has accelerated bullying. Today, bullying occurs not only in the school's environment but has also expanded to cyberspace, known as cyberbullying. Teenagers cyberbullying might derive from any materials posted on social media, such as pictures, status or videos. Cyberbullying can be detrimental to teenagers' mental health. Anxiety, insecure, and depressed are some common impacts of cyberbullying that sometimes end in a suicidal act.
Reiteration	Restatement/ Restates writer's position	Overall, Social media has become an inseparable part of teenagers' lives. Unfortunately, beneath social media's central role in connecting people, it presents several unavoidable drawbacks such as FOMO, over-connective, and cyberbullying.

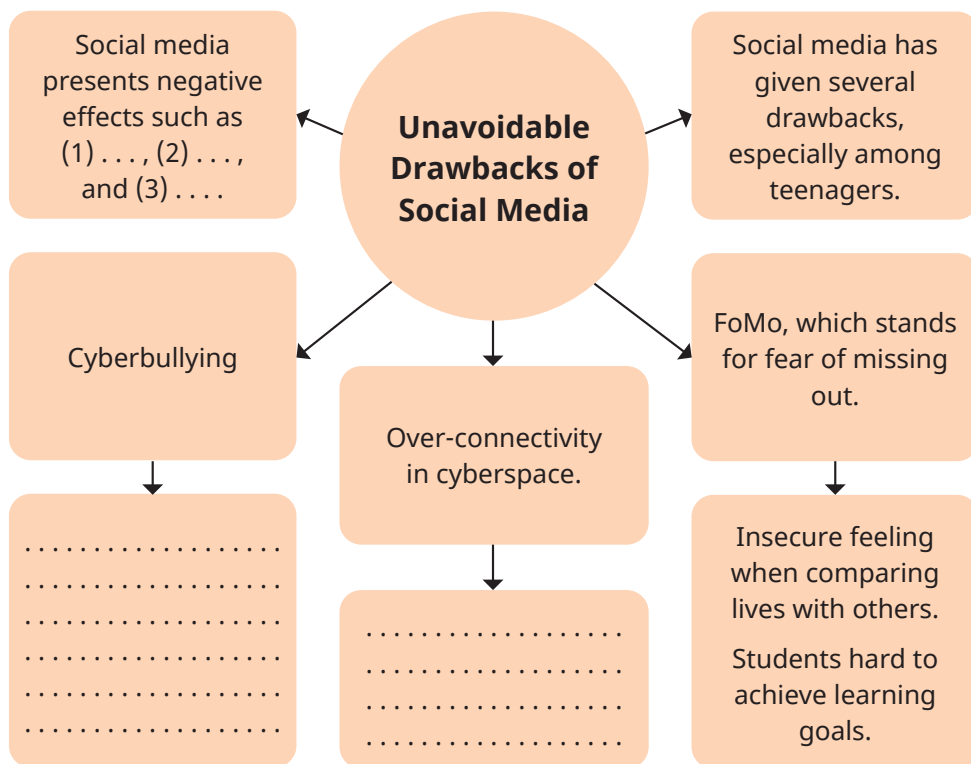
2. Activity D.2

Generating Ideas



Work in Group

Work in a group of four. Based on the text above, complete this mind map based on the information from the text above!





Work in Group

Work in a group of four. Let's categorize and organize your ideas based on the generic structure of analytical exposition text. Write the outline here

Thesis	Social media has given several drawbacks especially among teenagers
Arguments	<ul style="list-style-type: none">• Point of Argument 1 Firstly, social media has created FOMO, which stands for fear of missing out.• Elaboration
	<ul style="list-style-type: none">• Point of Argument 2 Secondly, it causes over-connectivity in cyberspace• Elaboration
	<ul style="list-style-type: none">• Point of Argument 3 Cyberbullying is the third negative impact of the use of social media.• Elaboration
	<ul style="list-style-type: none">• Overall, social media presents several unavoidable drawbacks such as,, and

Drafting



Work in Group

Work in Group of four. Write an analytical exposition text based on the detail in the table.

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A stylized illustration of a hand holding a smartphone. The phone's screen is white and displays several social media icons, including a heart, a share icon, a camera icon, and a 'FOLLOW' button. Surrounding the phone are numerous colorful, 3D-style icons representing various social media functions: a blue thumbs-up, an orange share icon, a red heart, a green speech bubble with a Wi-Fi symbol, a blue speech bubble with a 'FOLLOW' button, a grey speech bubble with a hashtag, a blue speech bubble with a globe, a blue speech bubble with a refresh symbol, an orange speech bubble with an envelope, a pink speech bubble with a camera lens, a purple speech bubble with a play button, and a yellow speech bubble with a heart-eyed emoji. The background is dark blue with a subtle circular pattern.

3. Activity D.3

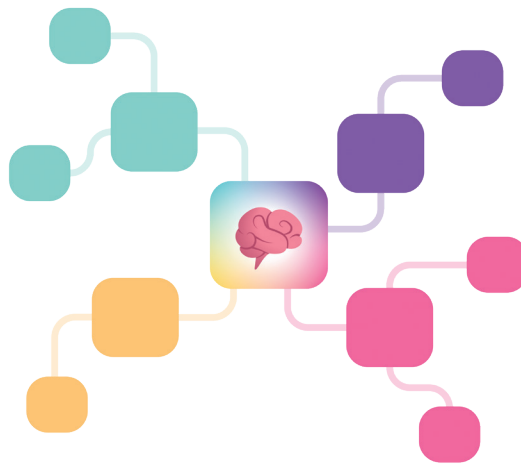


Work Individually

Work individually and do some steps of writing as follows.

Planning

Generating ideas



Step 1:

Write social media in the middle of the diagram.

Step 2:

Write the main idea and come up with details related to it. Place them around the center.

Step 3:

Add as many layers as you want. Use color-coding to highlight each branch of thought.

Outlining

When you feel that you have put the words and phrases related to the topic, it is time to categorize and organize your ideas based on the required essay structure. Write the outline here.

Thesis	<p>Thesis Statement:</p> <hr/> <hr/> <hr/>
Arguments	<p>Arguments 1:</p> <hr/> <hr/> <hr/> <hr/> <p>Arguments 2:</p> <hr/> <hr/> <hr/> <hr/> <p>Arguments 3: (if any)</p> <hr/> <hr/> <hr/> <hr/>

Reiteration	Restatement of the writer's position <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Drafting

Write your first draft here

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Revising

Swap your work with one of your friends, and ask for your friend's feedback by answering the questions below to improve the quality of your writing. Does the essay address the task?

1. Does the first paragraph introduce a thesis statement?
2. Write the thesis statement below

.....

3. Does the first paragraph inform you what will follow in the following paragraphs?
 - a. Mention several strengths of the essay
 - b. Mention several areas in the essay that need to be improved

Having received comments from your friend, it is time to revise your first draft. Read again your draft and incorporate your friend's suggestions if you think it will improve your draft.

Editing

Read your second draft carefully, and fill out the table below by giving tick (✓) on the appropriate box:

No	Question about your essay	Yes	No
1	I use the requested essay structure		
2	Each body paragraph is sufficiently developed by using reasons/examples/explanation		
3	All sentences are error free		
4	All words are spelled correctly		
5	I used mechanics accurately		

If your answer to the above questions are all 'yes', your essay is ready to publish. However, if you still find 'no' on your answer you need to return to your essay and finalize your essay below prior to submitting it to your teacher.

FINAL DRAFT

THESIS

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REITERATION

4. Activity D.4

Post-Activity

When you have received your teacher's feedback, ask yourself the following questions:

- a. What are the similarities and differences between your friend's feedback and your teacher's feedback?
- b. What changes did you make from your first draft to final draft? Is there any aspect that you missed?
- c. For the paper you commented on, did you and your teacher share similar comments? Is there any aspect that you missed when you assessed your friend's essay?

Assessment

Read the following text and do the assessment.

Social Media are Bad for Teenagers

Social media or social network websites have become one of the inescapable aspects of our modern life, especially for most teenagers. These websites are not just becoming a part of their world, but it's indeed becoming their world. They spend their time more and more on social media. However, this hyper-connected habit to social media could lead to some bad effects for them.

Firstly, most teens nowadays stay connected to the internet, accessing social media the whole time. They always check their social media accounts on their smartphone. This "always connected" habit is bad because it could make the risk they are getting bullied higher. These days, bullying doesn't only happen in schools or on buses, but it

also has spread over social media. It means, if a teen is getting bullied in real life, the bully will simply keep doing it online on social media.

Secondly, based on the latest study, teenagers who engage with social media during the night could ruin their sleep pattern and it would lead to a higher risk of anxiety and depression. The anxiety can appear if they didn't respond or reply to text or post immediately. It showed that teens are so emotionally devoted on social media that a fifth of secondary school students would stay awake at night just to make sure they don't miss anything on social media.

Lastly, Social media could decrease real life social interaction because they are being more comfortable with their online friends. A separate study that was conducted by the National Citizen Service also found that most girls seek comfort on social media rather than talking about their problem to their parents.

All in all, the excessive use of social media could lead to some bad effects, especially for teenagers. As it has been mentioned above, social media could be a bullying media and make the chance of a teen is getting bullied higher, improve the risk of getting depressed and anxious, and reduce their social interaction in real life.

Modified from <https://www.contohetext.com/2018/11/analytical-exposition-about-social-media.html> (retrieved on November 5th, 2022)

1. Identify the generic structures of the text and write some points of the structures.

Generic Structure		Sentences
Thesis		
Argument 1	Point	
	Elaboration	
Argument 2	Point	
	Elaboration	

Generic Structure		Sentences
Argument 3	Point	
	Elaboration	
Reiteration		

- Write an essay in your version based on the draft that you have made in the previous table. The essay will be scored based on the writing rubric.
- The results of the work are presented in the form of a written file and a video as attractive as possible which is uploaded to the desired social media or direct presentation to the teacher. Rubrics are used as reference to give a score.

Enrichment

- Interview your parents, teachers, and friends about the positive and bad effects of social media. Write the result of the interview in these drafts.
 - Pros arguments toward Social Media

Generic Structure		Sentences
Thesis		
Argument 1	Point	
	Elaboration	
Argument 2	Point	
	Elaboration	

Generic Structure		Sentences
Argument 3	Point	
	Elaboration	
Reiteration		

b. Cons arguments toward Social Media

Generic Structure		Sentences
Thesis		
Argument 1	Point	
	Elaboration	
Argument 2	Point	
	Elaboration	
Argument 3	Point	
	Elaboration	
Reiteration		

2. Which argument do you stand for? Write your arguments in the form of Analytical Exposition Text.

3. Present your essay in the form of a short video. Use your social media accounts to publish your wor.

The rubrics that will be used in this Assessment and enrichment are:

Writing Rubric

No	Aspects	Indicators	Score Range
1	Content	The candidate argument is relevant with the topic	25
		The candidate argument is not relevant with the topic	0
2	Communicative Achievement	The writing is appropriate for the task.	25
		The writing is not appropriate for the task.	0
3	Organization	The writing is put together well	25
		It is difficult for the reader to follow	0
4	Language	There is a good range of vocabulary and grammar	25
		There are mistakes that could make the reader difficult and confusing for the reader.	0
	Total		100

Speaking Rubric

No	Aspek graded	Score
1	Pronunciation	1-5
2	Intonation	1-5
3	Fluency	1-5
4	Meaning Accuracy	1-5
	Total	

Score = Total x 20 = 100

Notes:

1. All sentences are incorrect.
2. Many sentences are incorrect.
3. There are errors that make the meaning is unclear
4. There are errors but still understandable and clear.
5. The sentences and meaning are correct. It is understandable.



Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
Republik Indonesia, 2022

Bahasa Inggris: Train of Thoughts untuk SMA/MA Kelas XII Tingkat Lanjut

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Unit

3

Get in Touch With Nature

Listening

Listening to people
comparing several tourism
objects in Indonesia.

Reading

Reading advantages
and disadvantages
texts about Nihiwatu
and Snorkeling.

UNIT 3 MIND MAP

Speaking

Giving review about
travel experience.

Writing

Writing advantages
and disadvantages
essay about solo travel.



At the end of unit you are able to:

- ✓ Identify the characteristic of a discussion text, including social function and text structures.
- ✓ Explain the characteristic and organization of ideas from complex text in form of discussion text.
- ✓ Understand the explicit and implicit information of the text.
- ✓ Express opinion.
- ✓ Arrange a discussion text in form of multimodal text.
- ✓ Produce a discussion text in form of multimodal text.

Lead In

Look at the pictures and answer the questions.

A. Coastal



B. Mountain



C. Rural



D. Urban



1. Which picture best describes the place where you live?
2. Where will you take visitors for sightseeing in your area?
3. Mention some positive things offered by your place to the visitors?
4. Mention some negative things in your place that you do not want the visitors to experience?

Questions 3 and 4 ask us to present different points of view relating to a topic or an issue. The way we present a topic based on different perspectives i.e. arguments for and against/positive and negative/ good

and bad is called Discussion. In this chapter we are going to deepen discussion text.

A. Listening

1. Activity A.1



Work in Pairs

Match the words a-j in the box with the definitions provided at number 1-10.

- | | |
|--------------------|---|
| a. Cemetery (n) | 1. Go from one place to another. |
| b. Rural (n) | 2. A place that people will make a special trip to visit. |
| c. Snorkel (n) | 3. A burial ground; a graveyard. |
| d. Passed Away (v) | 4. Characteristic of the countryside rather than the town. |
| e. Ambiance (n) | 5. The character and atmosphere of a place. |
| f. Explore (v) | 6. Suffering from sickness or nausea caused by the motion of a ship at sea. |
| g. Seasick(adj) | 7. Depart this life. |
| h. Attraction (n) | 8. Travel in or through (an unfamiliar country or area) in order to learn about or familiarize oneself with it. |
| i. Destination (n) | 9. A short tube for a swimmer to breathe through while keeping their face under water. |
| j. Travel (v) | 10. A place which draws visitors by providing something of interest or pleasure. |

<https://languages.oup.com/google-dictionary-en/> (retrieved on July 5th, 2022)

2. Activity A.2

- a. Work in a group of four. Listen to the audio of three people describing where they live and then complete the table below.

Speakers	Names of Places	Means of transportation to reach the place	Positive things about the place	Negative things about the place
1				
2				
3				

- b. Work Individually. Listen again and decide which of the speakers (1-3) the sentences apply to. Question number 1 has been done for you.
- 1) You may see lots of rice fields, lots of gardens being grown. (1)
 - 2) It is home of the Kelingking beach. ...
 - 3) It rocked so much. ...
 - 4) The damage has been recovered since the pandemic situation....
 - 5) It's like heaven. ...
 - 6) I did not get to go snorkeling. ...

3. Activity A.3



Work Individually

Choose the correct word in brackets based on the text being recorded.

<p><i>The Maluku Islands is the name given to a group of islands spread over a vast area of Eastern Indonesia. It would take months to explore even the major island groups in any depth so (visit/visitors) need to be a little selective. My favorite place to visit is the Banda Islands. Of course, there are some amazing advantages to visiting the islands but there are also disadvantages.</i></p>	<p>Thesis : Stating the issue which is to discussed</p>
<p><i>Some of them who see the benefit of Banda islands will consider this place as a museum piece and a wonderful place. There are nineteenth century villas, a museum, a colonial church and various other historically important buildings in Banda Neira. In addition to that this place was also popular as the center of a (thrilling/thriving) trade in spices. It had two forts dating back to the seventeenth century. The older one was built by the Portuguese and the younger, Fort Belgica, was built by the Dutch. Those who are interested in history can spend a leisurely few days here investigating forts, spice traders' (mention/mansions) and residences of Indonesian nationalist leaders who were sent into (exile/exit) here during the last phase of the colonial era. The other most favorite place is the early nineteenth century governor's (palace/place) because the area is scenically quite wonderful with a huge active volcano looms over the town and rich coral gardens just offshore. Tourists can check out (glove/clove) and (nutmeg/notmed) plantations or follow island trails that pass through pockets of forest on the way to deserted beaches.</i></p>	<p>Supporting Points/arguments for : Presenting positive arguments that support the topic</p>

Snorkelers and divers can arrange boat trips out to reefs and drop-offs. It is possible to catch public transport to outlying islands to explore more beaches and forts. Banda Neira has a number of inexpensive homestays where travelers can relax and enjoy local (delicious/ delicacies) such as nutmeg and almond cakes and spreads and a range of eggplant and fish dishes.

Despite the many advantages, the journey to go there and to return needs a lot of costs and struggle. It takes around 6 hours to get there by speedboat from Tulehu (Port/Fort), Ambon. An alternative mode is by a Pelni boat, traveling once in two weeks and taking 15 hours to get there. The available Pelni boats are: Ngapulo, Tidar and Pangrango. Another alternative is by plane. However, sometimes the plane does not operate, so a boat comes up as the only option left to (reach/rich) Banda Neira.

Although Bandaneira needs hard effort to be reached, the attractiveness of this town is well worth the effort. Therefore, I recommend Banda Neira as a great place to visit.

contrastive points/ arguments against:

Presenting other points which negate/ disagree to the supporting point

Recommendation: It presents the writer's recommendation relating to the topic.

Modified from:

https://www.tripadvisor.com/ShowUserReviews-g800476-r15153752-Maluku_Islands.html# (Retrieved on July 25th, 2022)

<https://www.tamanbacaanpelangi.com/2017/04/19/exploring-eastern-indonesia-banda-naira/> (Retrieved on July 25th, 2022)

- a. Write the answers in the table and find the English meaning of these words.

No	The Answer	English Meaning
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

- b. Answer the questions.

- 1) In what tourism place does the recording talk about?
- 2) What benefits can visitors have or experience when visiting the place?
- 3) What disadvantages can visitors experience when they come to see the place?
- 4) Are you interested in visiting the place mentioned in the recording? Why?

4. Activity A.4

Answer the question based on the recording.

1. Mention some information about the places that you heard from the recording.
2. Which places do you prefer to go to and why do you want to go there?

B. Reading

1. Activity B.1 The Word Hunting

Guess these words based on their meaning

1. A **C** **C** **L** **A** **I** **M** **E** **D**
: *attracting public approval and praise*
2. P _ E _ T _ G _ O _ S
: *very much respected and admired, usually because of being important.*
3. H _ _ T _ E
: *to make someone move quickly by pushing or pulling them along.*
4. B _ S _ _ E
: *to do things in a hurried and busy way.*
5. S _ R _ _ E
: *Peaceful and calm; worried by nothing.*
6. P _ _ M _ _ E _ T
: *very well-known and important.*
7. A _ C _ _ M _ _ _ T _ _ N
: *A place to live, work, stay, etc.*
8. J _ _ R _ _ Y
: *the act of traveling from one place to another, especially in a vehicle.*

9. A _ F _ R _ A _ _ E

: *Not expensive*

10. L _ _ S _ _ E

: *the time when you are not working or doing other duties.*

2. Activity B.2

Read the following Text.

The Hidden Gem of East Nusa Tenggara : Nihiwatu

Nusa Tenggara Timur is located in the eastern part of the Lesser Sunda Islands, including West Timor. If you love traveling, you will find that Nusa Tenggara Timur is a fascinating place to visit as it has several interesting places to visit, such as Komodo island, Labuan Bajo, and Kelimutu Lake. Recently, travelers put their attention on Nihiwatu as a travel destination as one of the hotels was acclaimed as the best hotel in the ‘world’s best awards’ by the prestigious magazine, Travel



Leisure in 2016. However, before you pack your bag and travel there; let's have a look at the two sides of the coin of traveling to Nihiwatu beach prior to your trip.

Nihiwatu is remotely located; it is far from the **hustle** and **bustle** of the city. Hence, you can enjoy the fresh air and **serene** atmosphere as you arrive in Nihiwatu. The place offers a fascinating beach view that ranks number 17 among 100 most beautiful beaches in the world. Tourists can experience several activities such as snorkeling, diving, fishing, boat riding, and so on during their visit in Nihiwatu. Tourists can also immerse themselves with the local family, visit the village's traditional market, or help farmers pick crops, hike in the jungle, and ride bicycles in the countryside. Nihiwatu is **prominent** among surfers.

The two- to three meters- high waves lure professional surfers to challenge their skills. *In fact, Nihiwatu is also known as Occi's left or God's left. a place that has attractive waves for surfing.*

Nevertheless, the beauty of Nihiwatu is worth a king's ransom at least to the extent of transportation and **accommodation**. You can visit Nihiwatu by air or by land. If you decide to travel by air, you need to reach Tambolaka airport, you can use a plane which departs from Ngurah Rai airport in Bali. Afterwards, you can continue the **journey** by renting a car for 90 minutes and the cost is approximately Rp. 400,000,- to Rp.650,000,- per day. If road trip is your choice, you may start your journey from Gilimanuk harbor, Bali, to Waikato harbor in South West Sumba.

The trip itself is time consuming as you need to transit in several harbors prior to arriving in Waikato harbor. Based on the transportation illustration it is clear that traveling to Nihiwatu is costly whether you use air travel or road trip. Nihiwatu may also not be **affordable** in terms of accommodation. Several



accommodations, such as Nihi Sumba, Lelewatu resort, Alamayah hotel, and Rua beach resort are considered to be pricey with five millions rupiah per night, and some require guests to stay for five days minimum. Unfortunately, some of the most stunning beaches in Nihiwatu are private, and thus they can only be accessed by the guests staying at the hotel or resort.

Nihiwatu can be a paradise for travelers because it offers the atmosphere as well as various leisure activities. Further, surfers will find the place fascinating as they practice their skills whether they are beginner or professional. However, Nihiwatu may not be affordable for several visitors since the way to get there and also the accommodation can be very costly.

Adopted from Panduan Tips Pergi Liburan Ke Nihiwatu by pergimulu.com (accessed on 25th May, 2022)

3. Activity B.3

Comprehension Check



Work in Pairs

Every text is giving information. Find the paragraph/s that show information in the table below by writing a number that indicates the paragraph location. Example answer has been given.

<i>pr 1</i>	a. This paragraph describes the location of Nihiwatu (East Nusa Tenggara).
_____	b. This paragraph describes Nihiwatu as one of the most beautiful beaches in the world.
_____	c. This paragraph describes activities that you can do with the villagers, such as harvesting, visiting traditional markets or cycling in the countryside.

_____	d. This paragraph describes the way to reach Nihiwatu.
_____	e. This paragraph describes the cost that you have to pay for renting a car to get you to Nihiwatu.
_____	f. This paragraph describes various leisure activities that visitors can experience.
_____	g. This paragraph describes most of hotels in Nihiwatu categorized as one of pleasant hotel in the world according to the world's famous magazines
_____	h. This paragraph describes some of the most stunning beaches in Nihiwatu that are private.
_____	i. This paragraph describes Nihiwatu has known as Occi's left or God's left by surfers
_____	j. This paragraph describes the accommodation you can get in Nihiwatu .

4. Activity B.4

After reading the text about *The Hidden Gem of NTT: Nihiwatu*, discuss these questions with your classmates.

1. Will you go to Nihiwatu? Why or why not?
2. Imagine that you want to take a trip to Nihiwatu. What do you need to plan? For example, what is the weather like? What do you need to bring?

TEAM WORK

Discuss these questions with your classmates.

Would you like
to take a trip to
Nihiwatu?

Why or
why not?

Imagine that you want to take a trip to Nihiwatu.

When do you need to think about when
you are planning your trip?

For example, what is the climate like?

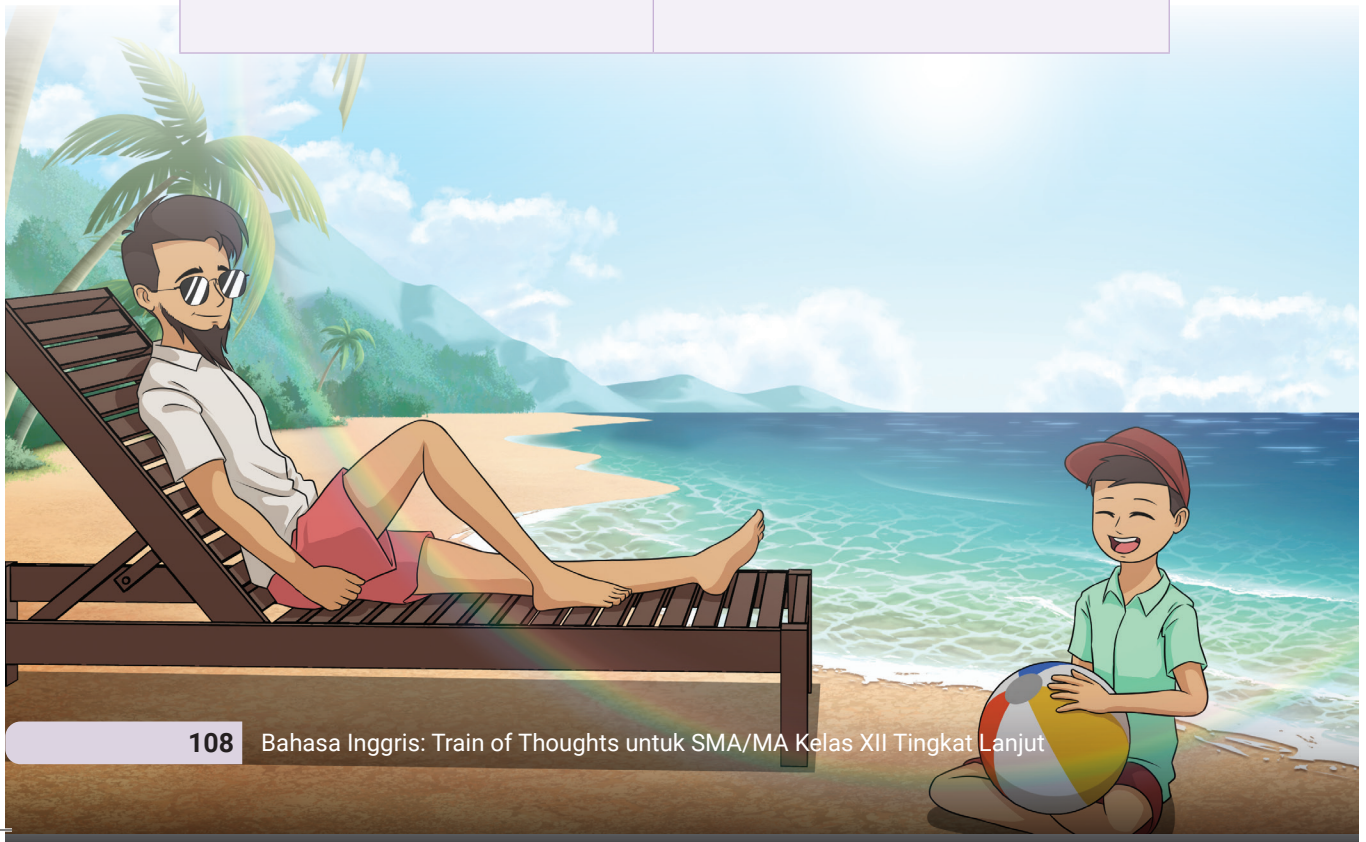
What do you need to bring?

5. Activity B.5

Interviewing : have you ever....?

Interview your parents/friends/ teacher with some questions below.

Questions	Answers
Have you ever gone on vacation to the east part of Indonesia such as Lombok , Akban Beach of Sulawesi , or Raja Ampat .	
<i>What places in Eastern Indonesia have you ever visited for vacation ?</i>	
What do you think about the places?	



Questions	Answers
Did you find any interesting things there?	
What positive experiences did you have from that place?	
What are the disadvantages of going to that place?	
Are you going to recommend that place to your friends or other people? Why or why not?	

6. Activity B.6

Making a report

Read and analyze the results of the interview. Which place do you think is interesting according to the advantages and disadvantages that your friends, teachers or parents tell you about?

INTERVIEW REPORT

RESULT





7. Activity B.7

Look at the photo and answer the questions.

1. What can you see in the photo?
2. What do you think Andi is doing?
3. Would you like to do the activity? Why? Why not?

8. Activity B.8

Let's play bingo. Study the vocabulary on the table (or you can play online by scanning the QR Code or visit the link) then listen to the instructions given by your teacher. Work in groups of 4.

Scan this QR code



<https://mfbz.us/m/jg7gsmz>

marine	snorkeling	reef	sunburn
snorkeler	coral	safety	underwater
heatstroke	seagrass	paradise	seizure
sunscreen	pilgrimage	personnel	octopus

9. Activity B.9

Read the following text.

Snorkeling in Wakatobi

Located in Southeast Sulawesi, Wakatobi consists of a group of approximately 150 islands. The name Wakatobi is the abbreviation of the four largest islands there, which are Wangi-wangi, Kaledupa, Tomia, and Binongko. With its house reefs offering corals, seagrass meadows, and myriad marine creatures, it has become a paradise for those who love snorkeling.

There are several advantages to snorkeling here. First, snorkelers receive similar support as scuba divers do. Snorkeling sites are rated for suitability based on the reef topography. There are snorkeling packages available offering A professional snorkel guide who is versed in marine life is provided for snorkelers. Different time allocation can be chosen based on the convenience of the snorkelers and the weather. Not only can snorkeling equipment be rented, but camera and video systems are also available on the boat. In addition, snorkeling packages also include towels and snacks. The crew always ensures the safety of snorkelers by constantly monitoring them while they are in the water. Additionally, if it is your first time trying this activity, don't worry since there is a private snorkel guide who will assist you to obtain the most from your snorkeling sorties.

Second, the house reef in Wakatobi is teeming with marine life, and snorkelers can enter directly from the beach or through the jetty ladder. It is supervised by shore-based personnel, who also have access to a taxi boat in the event of an emergency. Filefish, coconut octopus, and Halimeda ghost pipefish call the seagrass shallows home, while the areas surrounding the various coral heads are home to a plethora of colorful juveniles, cuttlefish, crocodile fish, moray eels, juvenile green and hawksbill turtles, and more. In addition, at least seven different species of anemonefish have been discovered in the vicinity of the jetty and Jetty Bar. Views out into the blue and down the House Reef wall can be had from the spectacular drop off where the wall begins: turtles, bumphead parrotfish, rays, boxfish, pufferfish, and mild-mannered triggerfish, boxfish, pufferfish, and midnight snapper can be seen among many other species.

Just like elsewhere, snorkeling in Wakatobi can cause sunburn. Wakatobi belongs to one of the aridest regions in Indonesia offering sunshine on most days. If you are not well-prepared, you could easily be exposed to sunburn, heatstroke, overheating, or dehydration. The ability to practice sun safety such as timing your snorkeling, wearing sunscreen, and limiting sun exposure might help. Besides, sometimes the weather could turn bad. Storms or typhoons can stir up the currents and cause low underwater visibility. Another disadvantage you may encounter is the possibility of running into sharks, jellyfish, or other dangerous creatures. Don't forget to maintain a safe distance and respect underwater life. Before snorkeling, those who have health concerns risk of cramps, exhaustion, heart issues, panic attack, or seizures are advised to consult a doctor.

Of course there are benefits and drawbacks of snorkeling in Wakatobi as mentioned above. However, snorkeling there offers a wonderful underwater experience. If you want to feel a great adventure, pack your bags and take a pilgrimage to Wakatobi.

10. Activity B.10

Answer the questions.

1. What is the main idea of the text?
2. Can you identify the advantages and disadvantages of snorkeling in Wakatobi? What are they?
3. Read the statements then tick (V) in the box whether they belong to fact or opinion!

Statements	Fact	Opinion
The four largest islands in Wakatobi are Wangi-wangi, Kaledupa, Tomia, and Binongko		
You don't need to worry although it is your first time trying snorkeling here.		

4. According to the writer, in what way does bad weather affect snorkeling?
5. If you have health issues, do you want to do snorkeling? Explain your reasons!

11. Activity B.11

Read the text again. Make a poster to promote snorkeling in Wakatobi using information on the text.



Grammar Focus

Causal Conjunction that links causes and effects will be introduced in this activity. Here are the exemplars in the previous reading.

Nihiwatu can be a paradise for travelers because it offers the atmosphere as well as various leisure activities that can be experienced by visitors. Further, surfers will find the place fascinating as they practice their skills, whether they are beginner or professional. However, Nihiwatu may not be affordable for several visitors since the way to get there and also the accommodation can be very costly.

The paragraph above shows the use of **as**, **because**, and **since**. They are part of subordinating conjunction whose function is to establish the relationship between the two clauses. Regarding to **as**, **because**, and **since** it is used interchangeably to state the cause of something. **As** is used in a more formal tone than *because* and *since*.

For example:

- The program runs well **because** you all work hard.
- The program runs well **as** you all work hard.
- The program runs well **since** you all work hard.

Nihiwatu is remotely located; it is far from the hustle and bustle of the city. **Therefore**, you can enjoy the fresh air and serene atmosphere as you arrive in Nihiwatu.

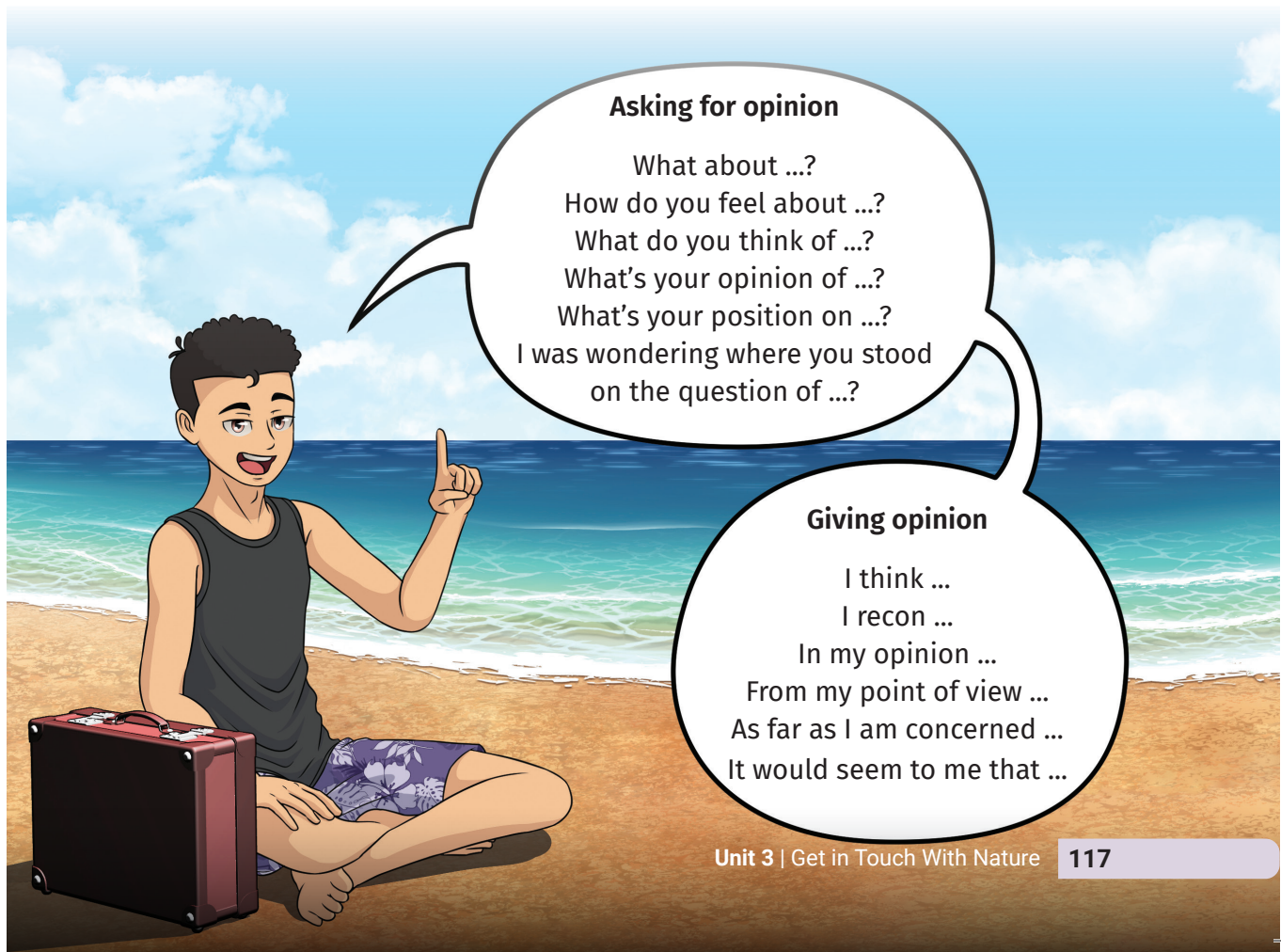
Therefore is used to state the effect of something. Other connectors used are **as a result**, **consequently**, **hence**, **as a result**, and **due to the fact**.

Choose the correct answer in these questions by using appropriate conjunction.

1. The students studied seriously. ... they have good scores. (because- therefore).
2. The teacher was awarded as the best teacher in his school (as/ hence) he has given great contribution for students' achievement.
3. The virus spreads really fast. (consequently/since) the government has to take some anticipation steps.
4. Indonesia has great panoramas. (for, hence) it has been visited by international visitors.
5. Bali is favored by tourists (because/ hence) it has beautiful beaches.

C. Speaking

Useful Language Function



Asking for opinion

What about ...?
How do you feel about ...?
What do you think of ...?
What's your opinion of ...?
What's your position on ...?
I was wondering where you stood
on the question of ...?

Giving opinion

I think ...
I reckon ...
In my opinion ...
From my point of view ...
As far as I am concerned ...
It would seem to me that ...

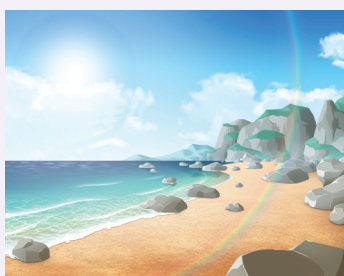
1. Activity C.1

Match the Keywords and the Pictures.

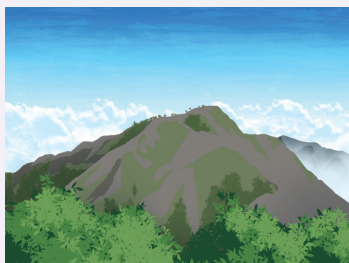
Rich in flora and fauna	National Park	One of the world heritages sites
It has magnificent waves	Home for the largest lizard in the world	The God's left
No moneychanger	It has extreme hiking trail	Located in western Flores
Travel there costs a lot of money	It owns an exotic forest	The best shore in Sumba
One of Indonesia's seven summits	The highest mountain in Maluku	Possibility of hypothermia



1. _____
2. _____
3. _____
4. _____
5. _____



1. _____
2. _____
3. _____
4. _____
5. _____



1. _____
2. _____
3. _____
4. _____
5. _____

2. Activity C.2

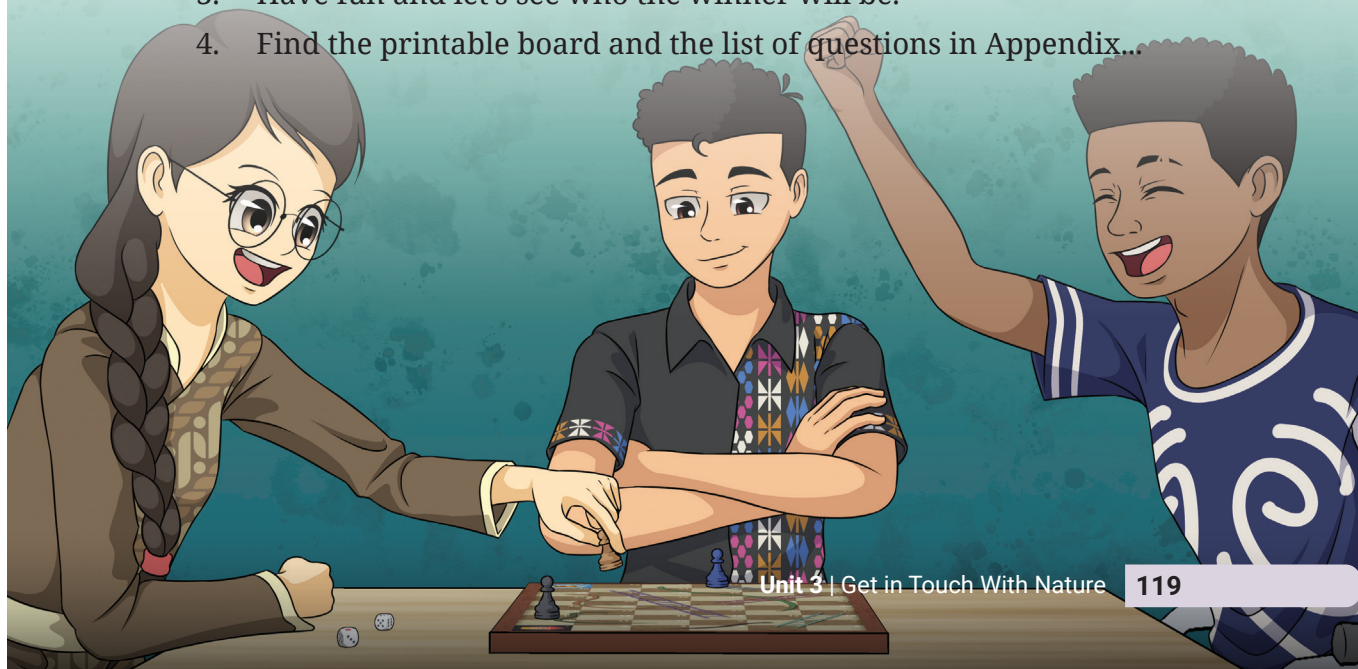
From the activity C.1 choose one place that you want to visit and explain three activities that you may do in that place. You also need to explain the benefits of the activity that you choose.

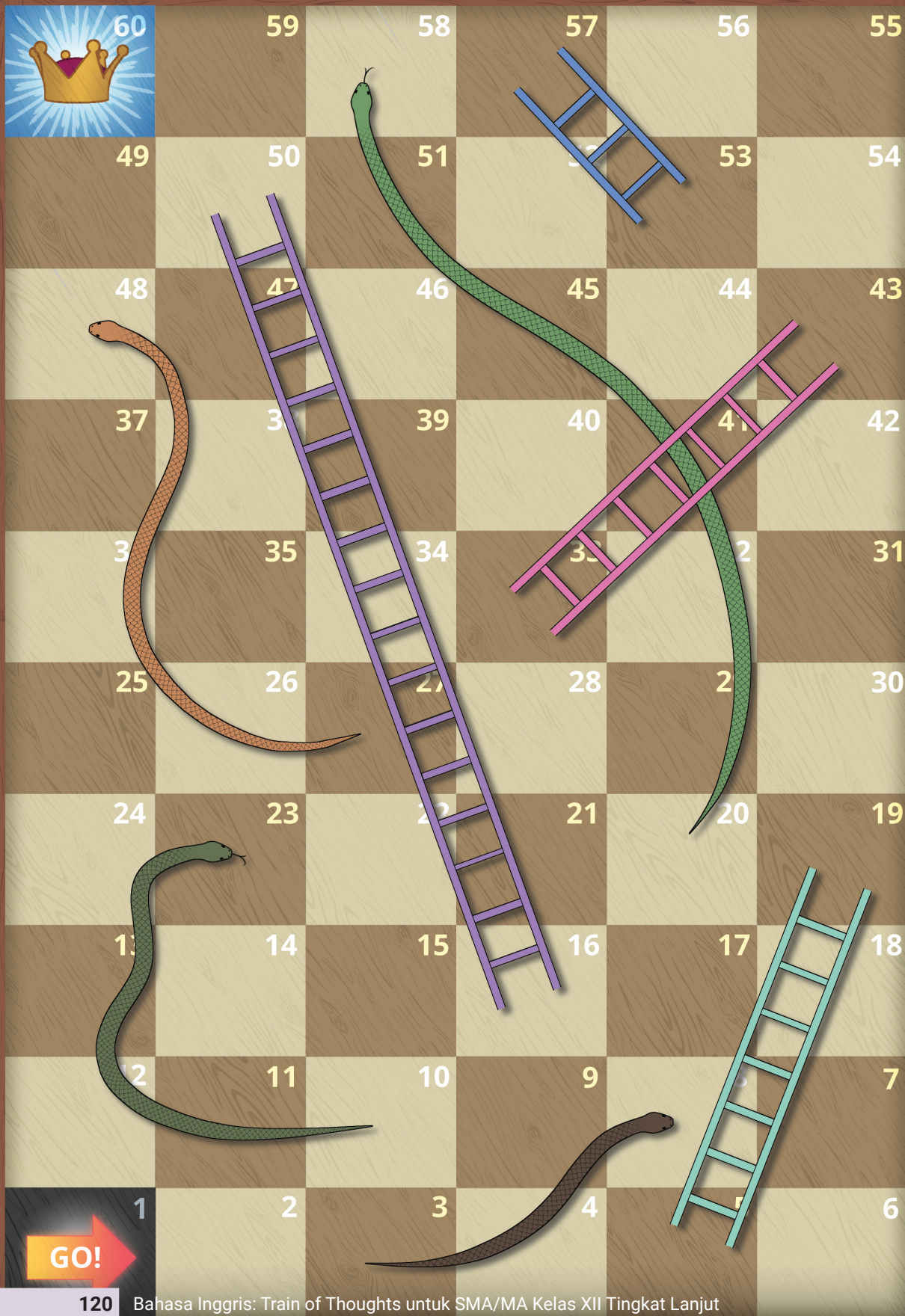
3. Activity C.3

Game: Snake and Ladder

Work in groups. Have fun and play the game.

1. You will use your pawn to move from one box to another.
2. Every time your pawn arrives on the box, read the question and answer it. If you are lucky, you will get an empty box, so you do not need to answer any questions.
3. Have fun and let's see who the winner will be.
4. Find the printable board and the list of questions in Appendix...





Questions List:

1. Do you like going to the beach?	2. Where do you usually go on holiday?
3. Do you like hiking?	4. Do you prefer the beach or the mountain? Why?
5. How often do you go on holiday?	6. -
7. -	8. Where did you spend your last holiday? Did you like it or not?
9. Name some landmarks from your city.	10. Do you ever go camping?
11. Which city in Indonesia would you like to visit most?	12. -
13. Which cities in Indonesia have you visited?	14. Do you prefer a mountain or city tour? Why?
15. In your opinion, what should we prepare for traveling?	16. If you are going to visit a local tourist site, do you prefer to go with your parents or friends? Why?
17. -	18. Where do you usually stay with your parents on holiday? 19. (e.g. hotel, resort, camping)
20. Do you prefer a warm or a cold place?	21. Where do you plan to go for your next holiday?
22. -	23. -
24. -	25. Do you like to travel?
26. in your opinion, what are the benefits of traveling solo?	27. In your opinion, what are the benefits of hiking?

28. In your opinion, what are the advantages of traveling?	29. -
30. -	31. In your opinion, what are the disadvantages of traveling?
32. -	33. In your opinion, what is the disadvantage of traveling using a travel agent?
34. In your opinion, what are the benefits of doing domestic travel?	35. -
36. Describe a sightseeing trip you have taken!	37. In your opinion, what is the benefit of traveling for our health?
38. -	39. In your opinion, what are the benefits of snorkeling?
40. In your opinion which one is better? Is it solo travel or travel by using a travel agent?	41. In your opinion, what is the benefit of a city tour?
42. What is the advantage of traveling to the beach?	43. In your opinion, what are the benefits of traveling using a travel agent?
44. In your opinion, what are the disadvantages of traveling solo?	45. -
46. In your opinion, what is the benefit of doing a city tour?	47. In your opinion what is the disadvantage of snorkeling?
48. In your opinion, what is the advantage of traveling to the beach?	49. -

50. In your opinion how does traveling support the local economy?	51. Have you ever taken a package tour?
52. In your opinion, what is the disadvantage of hiking?	53. -

4. Activity C. 4



In this activity you need to re-read the text from reading 1 and reading 2. After reading, you have to decide which place you want to visit. Then, you need to tell the reason why you chose the place. To help you explain your answer you can use the following speaking hints.

1. Tell the place that you want to visit.
2. Explain why you want to visit the place.
3. List five activities that you want to do in the place, and explain why you want to do the activities.
4. List five activities that you do not want or cannot do in the place and explain why?
5. When you visit the place, do you prefer traveling solo or using a travel agent? Explain your reason by comparing the advantages and disadvantages of traveling solo and traveling using a travel agent.

D. Writing

1. Activity D.1

Overview

Starting from this unit onwards, we are going to talk about how to write discussion text. Discussion text is a text focused on presenting arguments about an issue from two contrasting points of view; advantages and disadvantages; pros and cons; benefits and drawbacks. The generic structure of discussion text is issue, arguments from various different perspectives, and conclusion. Language features of discussion text:

1. Simple Present
2. Introducing generic participant
3. Using thinking verbs; feel, hope, believe, etc.
4. Using contrastive conjunction; however, but, on the other hand, although, and nevertheless.
5. Using modalities; must, should, could, may, etc.
6. Using adverbial of manner; deliberately, hopefully, etc

The examples of *discussion text* can be seen from the text in the activity B.2. Let's take a look closer for the generic structure and language features of the text.

2. Activity D.2

Generating ideas

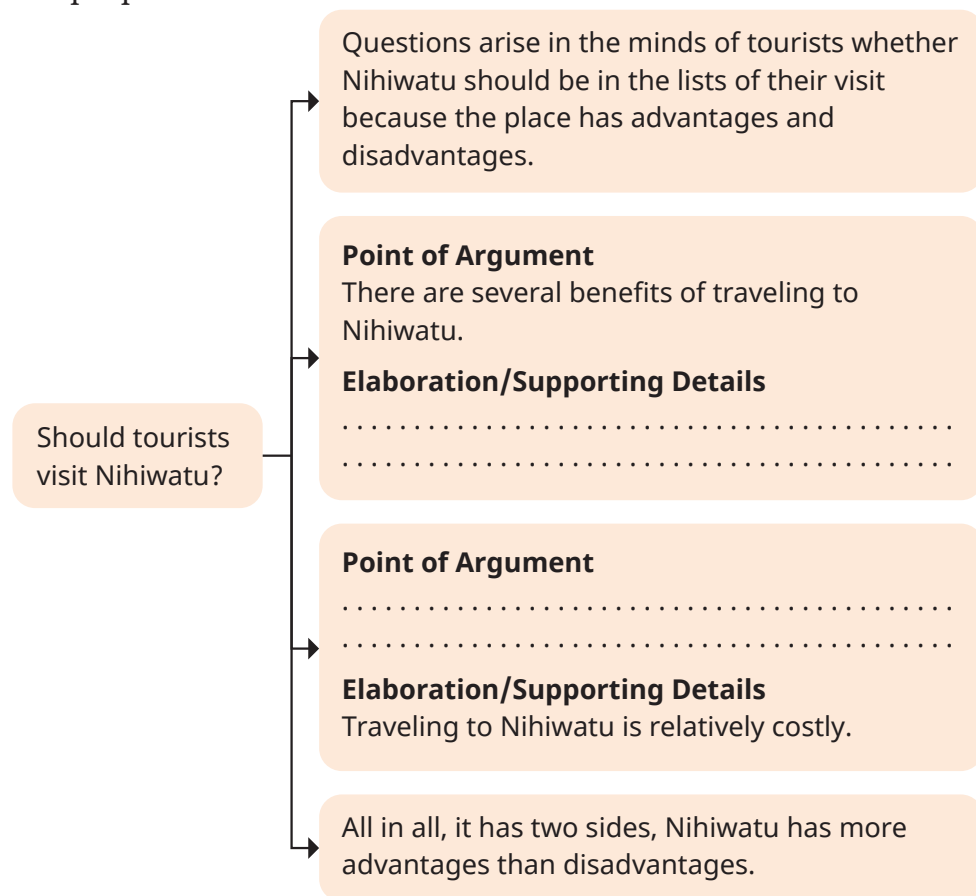


Work in Group

Work in a group of four. Reread the text in the Activity B.2 entitled The Hidden Gem of East Nusa Tenggara: Nihiwatu in order to get some information and more comprehension. Later on, categorized the sentences below on the provided box.

Based on the infographic above, answer the following questions

- a. There are several benefits of traveling to Nihiwatu.
- b. Traveling to Nihiwatu is relatively costly.
- c. Nihiwatu is prominent for its beautiful beach.
- d. Traveling to Nihiwatu may have several drawbacks.
- e. In Nihiwatu, tourists can do various activities.
- f. Nihiwatu is the perfect place for surfers.
- g. The beauty of Nihiwatu beach may not be affordable for some people.



Pre-Writing



Work in Group

Work in a group of four. Let's categorize and organize your ideas based on the generic structure of discussion text. Write the outline here.

Issue	Questions arise in the minds of tourists whether Nihiwatu should be in the lists of their visit because the place has advantages and disadvantages.
Arguments for	<p>Point of Argument There are several benefits of traveling to Nihiwatu.</p> <p>Elaboration/Supporting details</p> <p>a.</p> <p>b.</p> <p>c.</p>
Arguments Against	<p>Point of Argument</p> <p>Elaboration/Supporting details</p> <p>a. Traveling to Nihiwatu is relatively costly</p> <p>b.</p>
Conclusion	All in all, It has two sides, Nihiwatu has more advantages than disadvantages.

Drafting



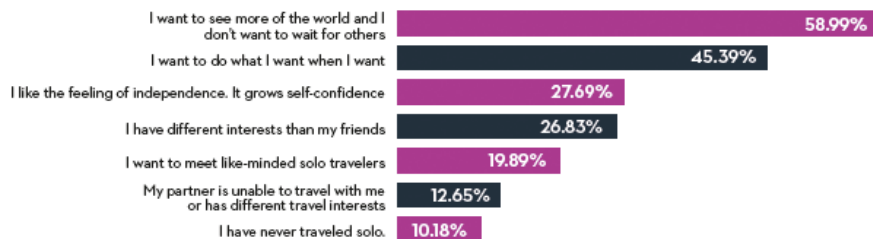
Work in Group

Write a discussion text based on the detail in the table. Give some additional information that you get from text activity B.2.



SOLO TRAVEL TRENDS REPORT

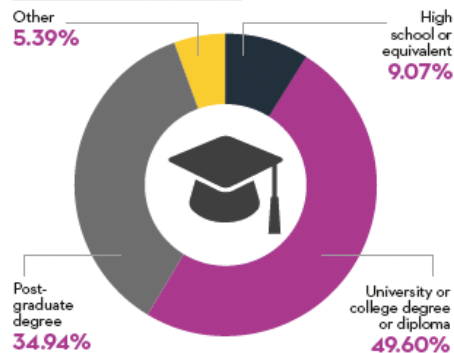
Why do you travel solo?



What time of year do you prefer to travel solo?



What is your level of education?



Retrieved from <https://solotravelerworld.com/about/solo-travel-statistics-data/> on May 27, 2022



Work Individually

Work Individually. Based on the infographic above, answer the following questions

1. What is the main reason for people to travel solo?
2. In which month do people travel solo?
3. Which group of educational background prefers traveling solo?
4. Have you experienced traveling solo? When and where to?
5. In your opinion, is traveling solo more compelling than traveling in a group?

Recently, solo traveling has been on trending, especially for the young generation. In your opinion, what are the benefits and drawbacks of traveling solo?

Write an essay about solo traveling. Apply the following writing strategies to help you write the essay.

a. Planning

Generating ideas



1. Prepare two sheets of paper. Write A and B for each paper.



2. Set the time to 5-10 minutes; write any words or phrases related to solo travel on paper A.



3. Draw a two-column table on paper B. Write 'advantages' and 'disadvantages' in each column. Put each word and phrase from paper A on the table on paper B.
*you may repeat the process several times.

Outlining

Based Activity in generating ideas, write an outline for your essay here.

Solo Travel

Issue	Some questions arise in the minds of tourists whether Nihiwatu should be in the lists of their visit. Because the place has advantages and disadvantages.
Arguments for	<p>Point of Argument There are several benefits of traveling to Nihiwatu.</p> <p>Elaboration/Supporting details</p> <p>a.</p> <p>b.</p> <p>c.</p>
Arguments Against	<p>Point of Argument</p> <p>Elaboration/Supporting details</p> <p>a. Traveling to Nihiwatu is relatively costly</p> <p>b.</p>
Conclusion	All in all, although it has two sides, Nihiwatu has more advantages than disadvantages. Therefore, It deserves to be on the list for tourists to visit..

b. Drafting

Once you have completed your outline, write your first draft below:

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c. Revising

Once you have completed your essay, reflect and ask yourself the following questions about the essay.

Put a tick (✓) on the relevant answer

Question	Yes	No	Comments
Does the first paragraph give clear information about the body paragraph?			
Can you identify the topic sentence in each paragraph?			
Is each topic sentence in the body paragraph clarified by relevant example(s) or explanation?			
Does each topic sentence in the body paragraph support the thesis statement in the first paragraph?			
Are all sentences in the body paragraph connected?			
Does the concluding paragraph summarize the essay?			
Is the essay relevant to the assigned topic?			

Write the strength of the essay and areas that need improvement from the essay below:

Strength: _____

Areas that need improvement: _____

d. Editing

Once you have completed the second draft, swap your work with one of your friends to edit and proofread your essay. Use the following questions below to guide the editing and editing process:

No	Question	Yes	No
1	Are all sentences grammatically correct?		
2	Are all words in the essay spelled correctly?		
3	Are all the words in the essay used appropriately?		
4	Are all punctuation marks used accurately?		

Based on the editing and proofreading process, it is time to finalize your draft and submit it to your teacher. Write your draft below:

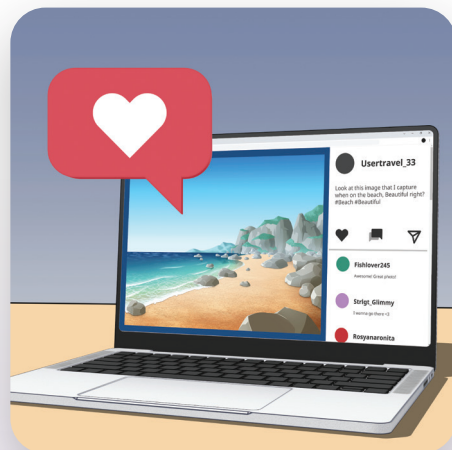
This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the right side.

3. Activity D.4

Post-writing

Share your holiday experience

Take a picture from one of your most memorable travel experiences. Afterwards, recall your memories of that moment, and write them down. The following questions may help you to write: where did you go? How long did you stay there? Did you travel solo or in a group? How was the place? What are the benefits and drawbacks of visiting the site? Once you have completed the writing process of your essay, share the article with pictures in any of your social media accounts (facebook, instagram, .?) , and see whether you have made your friends interested in visiting the same place!



In Retrospect

What I have learned from this chapter:

.....

.....

The material(s) I understand the most:

.....

.....

The material(s) that needs improvements?:

.....

.....

The material(s) that I want to learn more:

.....

.....

My opinion about this chapter:

.....

.....

Assessment

Some people plan their holiday by using travel agency service. This choice offers many advantages, such as you can simply relax because all the things are well-prepared. You don't need to worry about getting lost in areas you aren't familiar with. However, others find it less challenging and more expensive. The idea of independent travel, planning from scratch then exploring the unexpected is more

adventurous. Which one do you prefer? Share your thoughts by listing the advantages and disadvantages of your choice? Then speak it up on your social media in the form of reels, TikTok videos, or post it on your YouTube channel.

Enrichment

You have explored different perspectives of traveling in this unit. There are various traveling issues that invite people to express their ideas. Pick one of the following issues then write an essay explaining your idea using the provided generic structure.

1. Traveling offers a lifetime experience so people need to save money to do it regularly.
2. Tourists bring some environmental issues such as substantial amounts of waste.
3. Tourism provides economic benefits for countries.

Answer:

Topic	
Issue	
Arguments for/against (Pick one)	
Arguments for/against (Pick one)	
Conclusion	

The rubrics that will be used in this Assessment and enrichment are:

Writing Rubric

No	Aspects	Indicators	Score Range
1	Content	The candidate argument is relevant with the topic	25
		The candidate argument is not relevant with the topic	0
2	Communicative Achievement	The writing is appropriate for the task.	25
		The writing is not appropriate for the task.	0
3	Organization	The writing is put together well	25
		It is difficult for the reader to follow	0
4	Language	There is a good range of vocabulary and grammar	25
		There are mistakes that could make the reader difficult and confusing for the reader.	0
	Total		100

Speaking Rubric

No	Aspek graded	Score
1	Pronunciation	1-5
2	Intonation	1-5
3	Fluency	1-5
4	Meaning Accuracy	1-5
	Total	

Score = Total x 20 = 100

Notes:

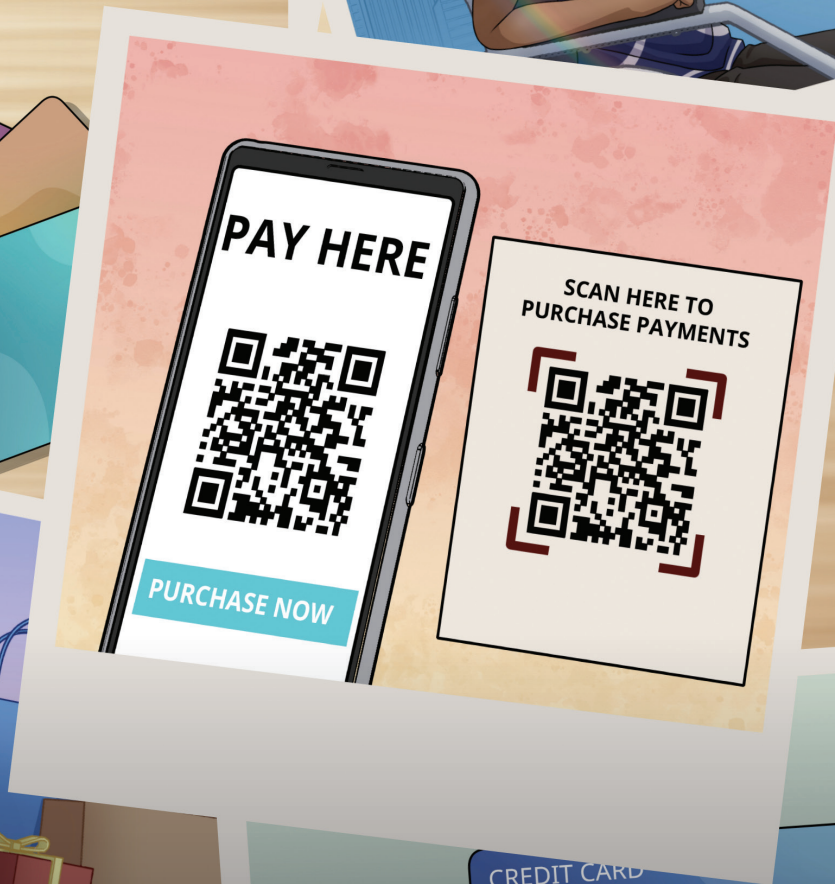
1. All sentences are incorrect.
2. Many sentences are incorrect.
3. There are errors that make the meaning is unclear
4. There are errors but still understandable and clear.
5. The sentences and meaning are correct. It is understandable.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
Republik Indonesia, 2022

Bahasa Inggris: Train of Thoughts untuk SMA/MA Kelas XII Tingkat Lanjut

Penulis: Sunengsih, dkk.

ISBN: 978-602-427-961-5 (jil.3)



Unit

4

Future Method of Payment

CREDIT CARD



4503 2001 2022 1712



Listening

You are going to listen to teacher talk and some stories about successful entrepreneurs in managing their spending.



Speaking

You will make a vlog about cause and effect of certain financial behavior.



UNIT 4 MIND MAP



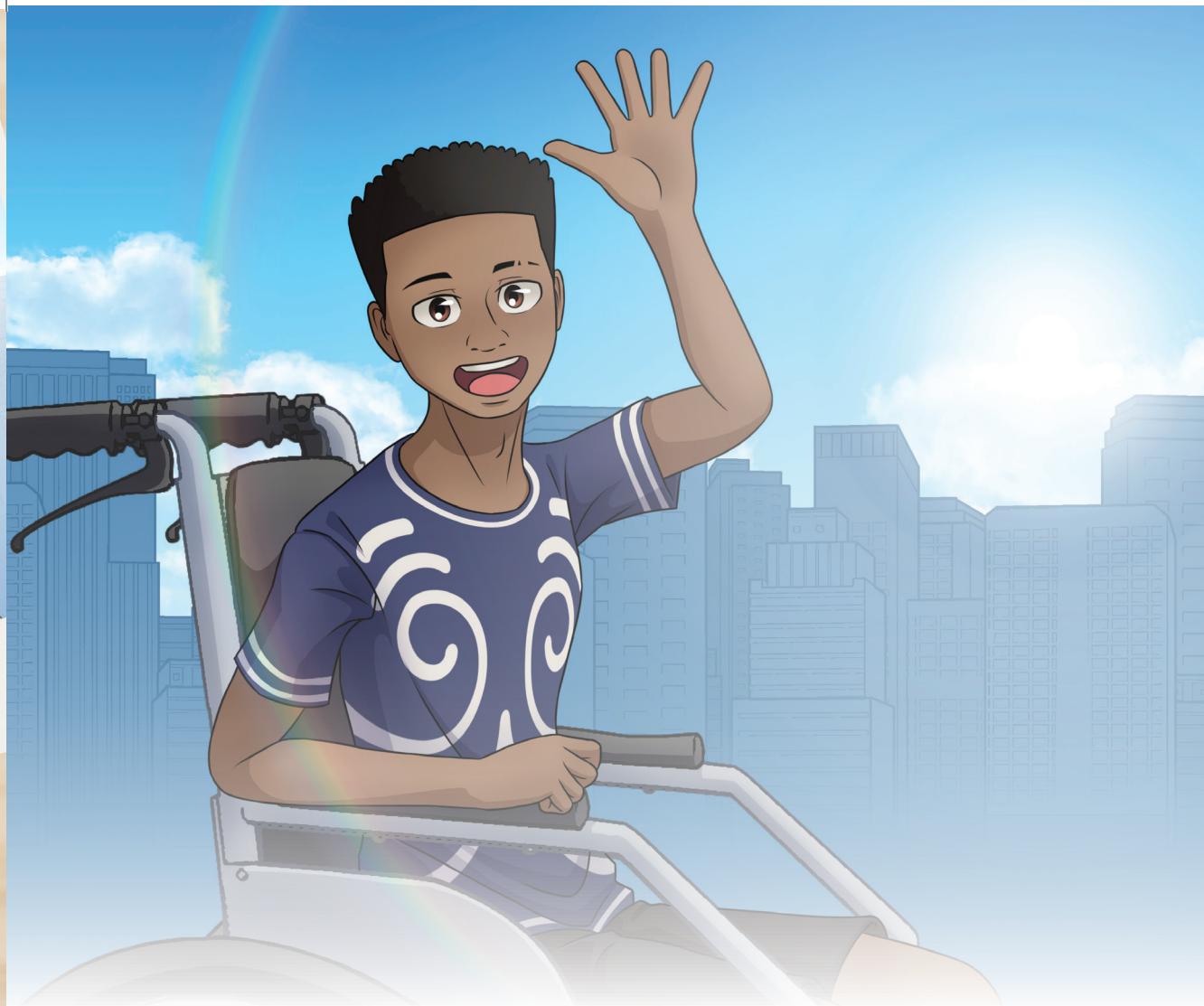
Writing

You will write cause and effect essay about overspending.



Reading

You will read cause and effect essay about financial literacy and chashiess.



At the end of unit you are able to:

- ✓ Identify the characteristics of discussion text, including social function and text structures.
- ✓ Explain the Characteristic and organization of ideas from complex text in form of discussinon text.
- ✓ Understand the explicit and implicit information of the text.
- ✓ Arrange discussion text in form of multimodal text.
- ✓ Produce discussion text in form of multimodal text.

Lead In

Observe the pictures below and circle whether people need it or want it.

VEGETABLES



TOY



CANDIES



VIDEO GAME



WATER



HOUSE



CLOTHES



ICE CREAM



SHOES



1. Mention things that you would like to buy according to the pictures.
2. From the things that you bought, categorize whether they are something you need or want.

Needs	Wants

3. When you buy those items, which items do you prefer to be bought in the market or in e-commerce (cashless)?
4. Do you have any problem with how you spend your money in e-commerce?

A. Listening

1. Activity A.1

- a. Pay attention to the wordlist below and draw a line to match the words with its synonym.

1. Expenses (n)		a. Directions
2. Manage (v)		c. Categorize
4. Needs (n)		e. Cost of living
6. Wants (n)		g. Control
8. Debt (n)		i. Necessity
10. Guidelines (n)		k. An important problem
12. Issue (n)		m. Criticize
14. Distinguish (v)		o. Advantage
16. Complain (v)		q. Desire
18. Benefit (n)		s. Credit

Source of synonym: www.thesaurus.com (retrieved on September 12, 2022)

- b. Listen to the long talk and decide whether these statements are true or false.

- 1) The 50/30/20% rule of money is the rule to manage saving.
- 2) The 50 % goes to the needs like going out to dinner and anything you want to buy.
- 3) There are some pros and cons toward this rule.
- 4) Creating a 50/30/20 % budget is easy.
- 5) The opponents of this issue believe that it isn't difficult to distinguish between a want and a need.

c. Listen to the long talk again and answer the questions.

- 1) What does the person talk about?
- 2) What is the meaning of the 50/30/20% rule of money?
- 3) Where does the 50% of money allocate to?
- 4) Where does the 30% of money go?
- 5) Where does the 20% of money go?
- 6) Why do some people support this rule?
- 7) Why are other people against this rule?
- 8) What can you conclude from the long talk?
- 9) What do you think of this rule? Explain.
- 10) Will you implement this rule in your real life context? Explain.

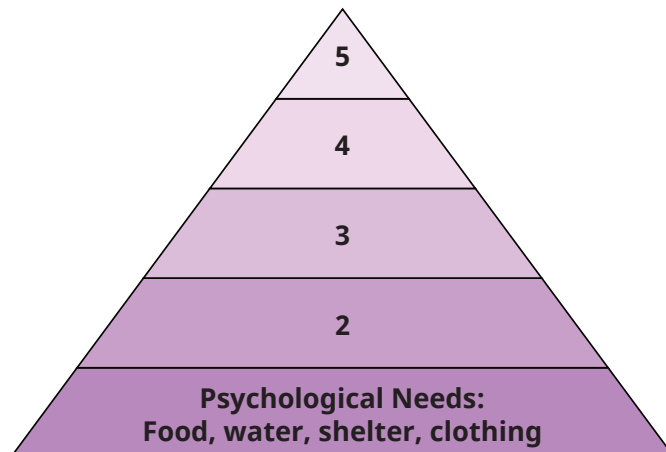
Source of synonym: www.thesaurus.com (retrieved on September 12, 2022)

2. Activity A.2



Work in Group

Work in Groups of 4. Listen to the recording. While listening, complete the triangle of Maslow's hierarchy of needs with the correct level, and give examples that include the level of needs. Number one has been done for you.



Number	Level of Needs	Examples
1.	Psychological Needs	Food, water, shelter, clothing
2.		
3.		
4.		
5.		

3. Activity A.3

- a. Work individually. Discuss some needs and wants that you have in your real life and put them on the table.

Needs	Wants

b. Based on the table above, decide which one you will prioritize first.

- 1) ...
- 2) ...
- 3) ...
- 4) ...

c. Complete the sentences with your own words referring to the table needs and wants you have made!

1) If you prioritize your needs, you will

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2) If you prioritize your wants, you will

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Share the results with your classmates.

B. Reading



1. Activity B.1



Work in Pairs

Look at the poster and discuss it.

1. What do you think about the activities in the poster? What are they about?
2. Do you find those activities in your surroundings?
3. Do you find the activities beneficial? Why?
4. Does your family often do the same activity?
5. Do you prefer having cash payment or cashless payment? Why?

2. Activity B.2

Predicting

Read the title and the section heading of the reading (*Pro and cons of future payment method: the Cashless*). Then put (✓) on the information you think you will read about.

- _____ 1. Bad effect of being cashless.
- _____ 2. Good effect of being cashless.
- _____ 3. The way people use credit cards.
- _____ 4. The importance of E-banking.
- _____ 5. No more cash payments for any transaction in the future.
- _____ 6. The rapid growth of the world's economy.

3. Activity B.3

Reading Comprehension

Read the text to see which statement you predicted correctly. Then read the whole text comprehensively.

Pro and cons of the future payment method: Cashless

Cashless probably sounds like science fiction, but it's on its way. Present-day transactions already happen without cash, and many financial institutions, service companies, and even governments are proponents of the shift. This issue is one where cash—paper and coin currency—isn't used anymore for financial transactions. Alternatively, transactions are using debit or credit cards or payment services like PayPal, Q-ris, Virtual Account, etc. Is being cashless a wise decision?

Proponents say that those with the technological ability to take advantage of being cashless will likely find that it's more convenient.

If you have your card or phone, you have instantaneous access to all your cash holdings. Convenience isn't the only benefit. Here are some other benefits such as lower crime rates, automatic paper trails, cash management cost money, or even international payments become much easier.

However, the opponents believe that bringing cash still has advantages. One of the great advantages of cash is that it will always be accepted as a method of payment. For example, having a coffee or paying for a cab, in some places there is still a minimum amount to be able to do so. On the other point of view, the opponents also argue that being cashless can cause people to overspend. They make large purchases on their credit card at ease, because they find it harder to understand the value of money when it isn't visible. Research has also shown that people who have debt are twice as likely to suffer from depression and anxiety disorders. They also said that going cashless is probably more problematic than beneficial. Digital transactions payment will harm your privacy. You will give your trust to the organizations that handle your data transaction, which means there is nothing you could hide. Furthermore, it can cause the exposure of your data into the digital modern bank muggers or robbers, the Hackers. If you are being targeted, then the hackers drain your money easily.

It is important to consider the advantages and disadvantages when you are going to use a payment method. Nowadays with the many technological and societal moves towards digital and virtual financial transactions, cash currency is becoming less and less common. Being cashless would primarily benefit certain businesses. While some individuals prefer using debit and credit to cash for convenience, businesses benefit from processing fees when consumers use their apps and services to send and receive payments. Handling cash is also expensive, so moving to cashless payments will also save businesses money and make transactions easier to track. The suggestion, be wise when you are using either cash or cashless.

Adopted from The Pros and Cons of a Cashless Society by Dustin Picthard (accessed on 30th May, 2022)

Comprehension Check

Read the statement about the text. If the statement is true then check the correct column.

Statements	True	False
Being cashless is a really safe financial behavior.		
Going cashless might be more problematic than beneficial.		
Hackers are the bank robbers and muggers of the electronic world.		
Being cashless is more convenient.		
Nowadays <i>being cashless is still advantageous</i> .		

4. Activity B.4

Vocabulary Study

Find the words in the reading text. After you find the word, read the sentence containing the words and match the words with the definition provided.

—	1. Proponents (Par 1)	a. An occasion when someone buys or sells something, or when money is exchanged or the activity of buying or selling something.
---	--------------------------	---

—	2. Currency (Par 1)	b. Someone who gets into other people's computer systems without permission in order to find out information or to do something illegal.
—	3. Financial (Par 1)	c. The money that is used in a particular country at a particular time.
—	4. Virtual Account (Par 1)	d. To buy something.
—	5. Purchases (Par 5)	e. A non-physical/ online bank account was created virtually.
—	6. Debt (Par 2)	f. Related to money or how money is managed.
—	7. Anxiety (Par 2)	g. An uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future.
—	8. Transactions (Par 2)	h. A person who speaks publicly in support of a particular idea or plan of action.
—	9. Muggers (Par 2)	i. Something, especially money, that is owed to someone else, or the state of owing something.
—	10. Hackers (Par 2)	j. A person who attacks people in order to steal their money.

5. Activity B.5

What do you think?

1. Watch a video “An inside look at the future of payments | CNBC Reports”



**An inside look at the future
of payments | CNBC Reports**

Scan this QR code



[https://www.youtube.com/
watch?v=QlmF9zhlG24](https://www.youtube.com/watch?v=QlmF9zhlG24)

2. In Pairs, Discuss the following questions:
 - What do you think about the future method of payment?
 - In your opinion, what are the factors that cause people to use the cashless method?
 - If you were to choose between a cash or cashless method of payment, which would you prefer? Why?
 - In your country, do people prefer to use cash or cashless?

6. Activity B.6

Look at the infographic then discuss the following questions with your partner.



(<https://www.oecd.org/media/oecdorg/satellitesites/pisa/PISA-2018-financial-literacy.pdf>, retrieved 2 June 2022)

1. According to the data, 94% of students get information about money from their parents. What about you?
2. 54% of students hold bank accounts. Do you have one?
3. There are also 45% of students who have a payment card. How about you? Do you have a debit card or a credit card?
4. Do you know about online transactions?
5. Have you done any online payment?

7. Activity B.7

Read the text carefully

Shall Financial Literacy Be Taught at School?

Have you ever heard of the term financial literacy? It is the ability to apply knowledge and skills to successfully manage financial resources, preferably for lifetime financial well-being. In fact, it is something that most people need to work on a daily basis, and is an important component of our ongoing education. The presence of online transactions may trigger people to spend money easily. In addition, the offer of saving accounts, student loans, mortgages, health insurance, and investment have all become increasingly important.

Inserting financial literacy as a part of the school curriculum will teach students effective financial management. Whether it is taught as a mandatory or additional subject, it ought to contain sufficient material for students to cover the basics to help them understand how to manage their monthly budgeting and prepare for their future financial planning. Early enrollment in a financial literacy course gives students the most opportunity to put their knowledge to use. While still in high school, many students who study financial literacy put what they learn into practice straight away. By learning from theory and practical tasks given by the teachers, they might avoid poor spending decisions which lead to unpaid debts, poor credits, housing or vehicle foreclosure, and even bankruptcy. They develop

positive behaviors that eventually spread to their families, friends, and communities.

Likewise, critics argue that teaching financial literacy in the classroom is unrealistic and ineffective. The school curriculum has been already overflowing with required subjects therefore it could be challenging to fit in an additional subject. Furthermore, teachers will be required to learn about this subject while in fact perhaps teachers are even financially illiterate themselves to deliver about this. Considering it might influence future financial safety, the experts in this field need to assign specifically what requires essential changes in the structure of the current curriculum. On the other hand, others believe that the knowledge about managing money is the responsibility of parents at home, not school. Parents can teach their kids starting from daily pocket money and monthly budget.

Living in this era in which financial products and services have been more widely available in society, the necessity of managing money is inevitably urgent. Unlike previous generations, who may have purchased items primarily with cash, today's consumers have more options of payments to use credit or debit cards, as well as electronic transfers. As a result, having the knowledge of financial literacy will improve the awareness in making decisions of choosing types of financial products that fit their budget. Therefore, it is suggested that students ought to learn and improve their financial literacy whether it is pursued formally at school or simply learned from their parents.

8. Activity B.8

Complete the sentences using the words in the box.

financial	awareness	resources	illiterate	safety
mortgage	loan	debt	investment	spending

1. The government has launched a reading program to reduce the number of ... students.
2. There was a high increase of ... on health due to COVID-19 pandemic.
3. My parents always remind me to manage my money to ensure my future ... success.
4. Most workers take out a ... to buy a house.
5. The doctor spent 10 years completing his education, and he has worked hard to pay his student's
6. The campaign hopes to raise ... of financial literacy.
7. She has a long term ... in consequence of opening the café.
8. Buying buildings in an elite district could be considered as a/ an ...
9. The ... of the employees has become the top priority here.
10. The island lacks ... to compete with the other areas around.

9. Activity B.9

Reread the text in the activity B.7 then answer the following questions.

1. The text mainly tells us about ...
 - a. The importance of teaching financial literacy.
 - b. Negative effects of lacking financial literacy.
 - c. Financial literacy for lifetime financial well-being.
 - d. Whether to teach financial literacy at school or not.
 - e. Types of financial products offered in the modern era.
2. What is the purpose of the text?
 - a. To provide detailed information about financial literacy.
 - b. To describe the importance of becoming financially literate.
 - c. To present different arguments on teaching financial literacy at school.

- d. To evaluate the pros and cons of knowing about financial products.
 - e. To retell related information regarding financial management issues.
3. People who apply better financial management tend to spend money ...
- a. wisely.
 - b. lavishly.
 - c. plentifully.
 - d. recklessly.
 - e. generously.
4. Andi plans to continue his doctoral degree in a prestigious university. He has already received a partial scholarship but he still needs money to cover other needs. What type of financial product does Andi need?
- a. Health insurance.
 - b. Saving account.
 - c. Student loan.
 - d. Investment.
 - e. Mortgage.
5. “Not knowing how to manage money can lead to financial instability.” (Paragraph 3)
The underlined word means ...
- a. uncertainty.
 - b. problems.
 - c. stability.
 - d. concern.
 - e. risk.

10. Activity B.10



Work in Pairs

After reading the text, discuss with your partner how much you understand about financial literacy by answering these questions.

1. Do you think it is important to learn about financial literacy?
2. Do we need to learn about this matter? Why?

11. Activity B.11

Learn more about financial literacy by watching this video:

Financial Literacy



Grammar Focus

In this activity, we are going to train your thoughts by using subordinating conjunction that expresses contrast. This expression is found in the previous activity, for example:

- The simple rule of budgeting can give great benefit **although** it may give confusion in certain situations.

Although and though express contrast. They are interchangeable. Other expressions that express contrast are while and whereas. Here are the examples of subordinating conjunction in the sentences:

1. My sister studies hard, while I do not do my best in learning.
2. I can't stand playing chess, whereas I love playing badminton.
3. I watched the movie though/although I was told it wasn't very interesting.

Choose the correct subordinating conjunction.

Nowadays, cashless payment by using card or mobile banking has become so popular. **(Though/However)**, some people discuss whether or not we **(will/should)** use cashless payment in our daily life.

Some people think that we **(need/should)** use it for convenience and safety reasons. Some payments in large amounts of money can be easier by only using card or mobile banking. Also, the payment method can lower crime rates.

However, others think the convenience of a cashless method **(may/must)** trigger overspending behavior. Therefore, It causes them to have a lot of debt.

In sum, the cashless method offers benefits and drawbacks. People **(might/had better)** use it wisely.

C. Speaking

1. Activity C.1

Find The words:

Find ten hidden words related to financial behavior and activities. You may do the activity online by scanning the QR code or go to the link.

Scan this QR code



<https://learningapps.org/display?v=prfzff9wc22>

How to do it?

1. Work with 1-4 friends.
2. Scan the QR or go to the link.
3. Find the 10 words by clicking the first letter you found and drag it to the rest of the keywords.
4. Words appear straight across, up and down, and diagonally.
5. Be the one to find most words and win!

Alternatively, you can also play using the board below:

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

2. Activity C.2



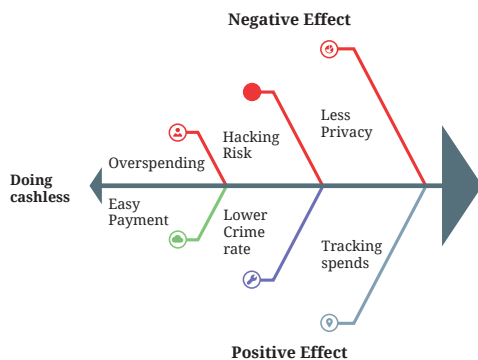
Work in Group

Work in a group of 4-5, based on the words you found in the game, and discuss the following:

1. What is the meaning of each word?
2. How are the keywords that you found affect someone's financial behavior?
3. What financial behavior causes a positive effect?
4. What financial behavior causes a negative effect?

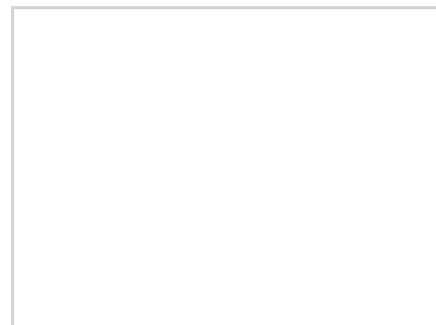
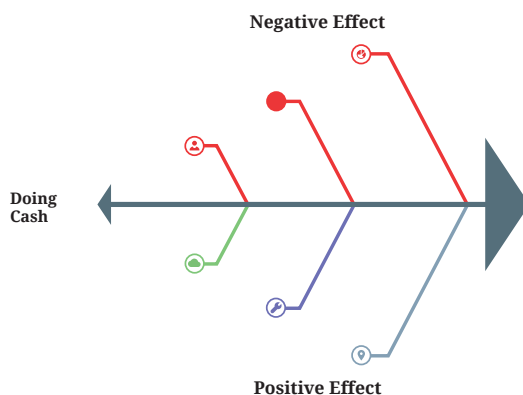
3. Activity C.3

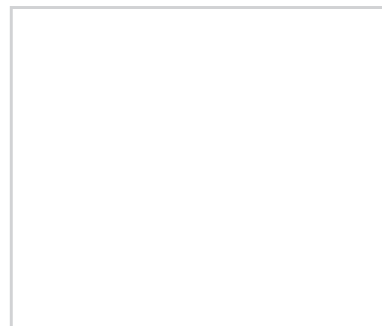
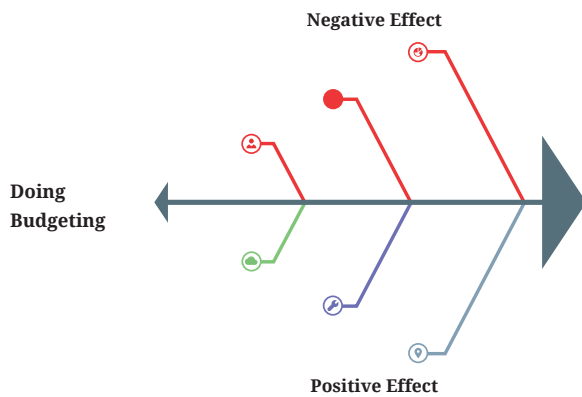
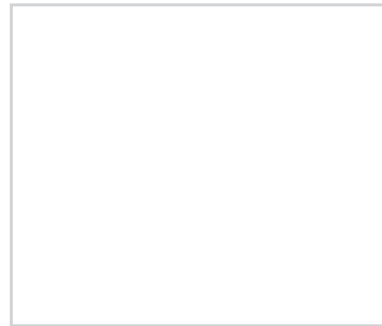
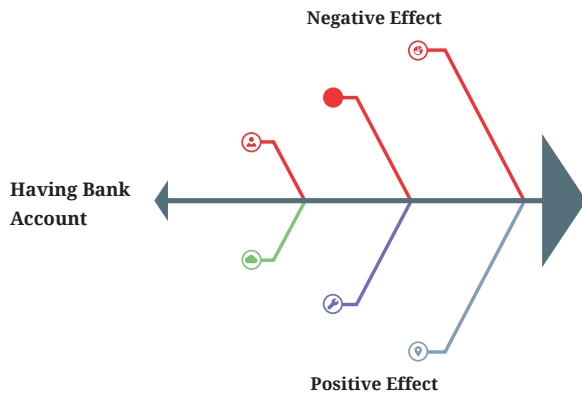
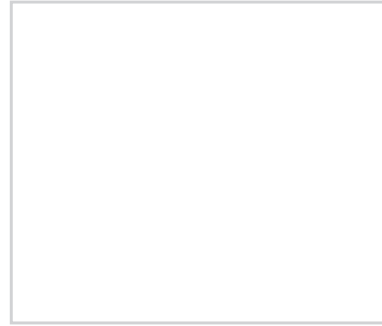
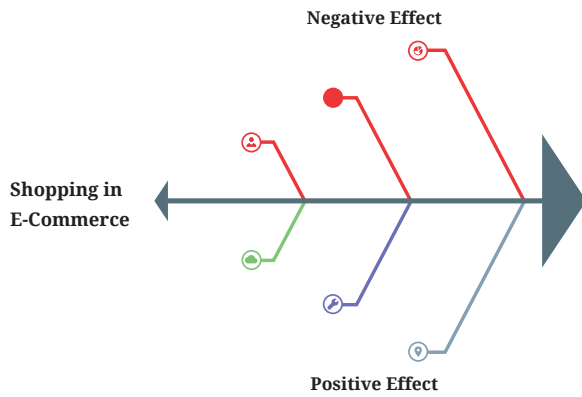
In this activity you will make a cause-and-effect diagram from the keywords. Take a look at the example!

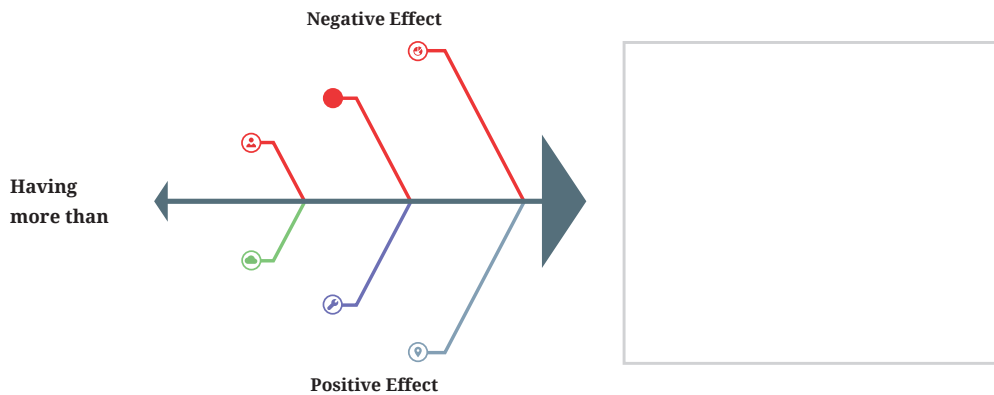


As you can see from the chart, being cashless brings various effects. Being cashless makes the transaction easier because we do not need to take a load of money, we can simply scan the QR or top up the e-money balance by card. In addition being cashless also may reduce the crime rate. Besides, being cashless can help us to track our spending better because all transactions are recorded. However, since it is very easy to be cashless, it may lead to overspending behavior. Moreover, due to the advancement of technology, being cashless can trigger the risk of hacking. In conclusion, cashless can benefits us in various parts but also requires consideration during the usage.

Now let's make your cause-and-effect diagram from the keywords.

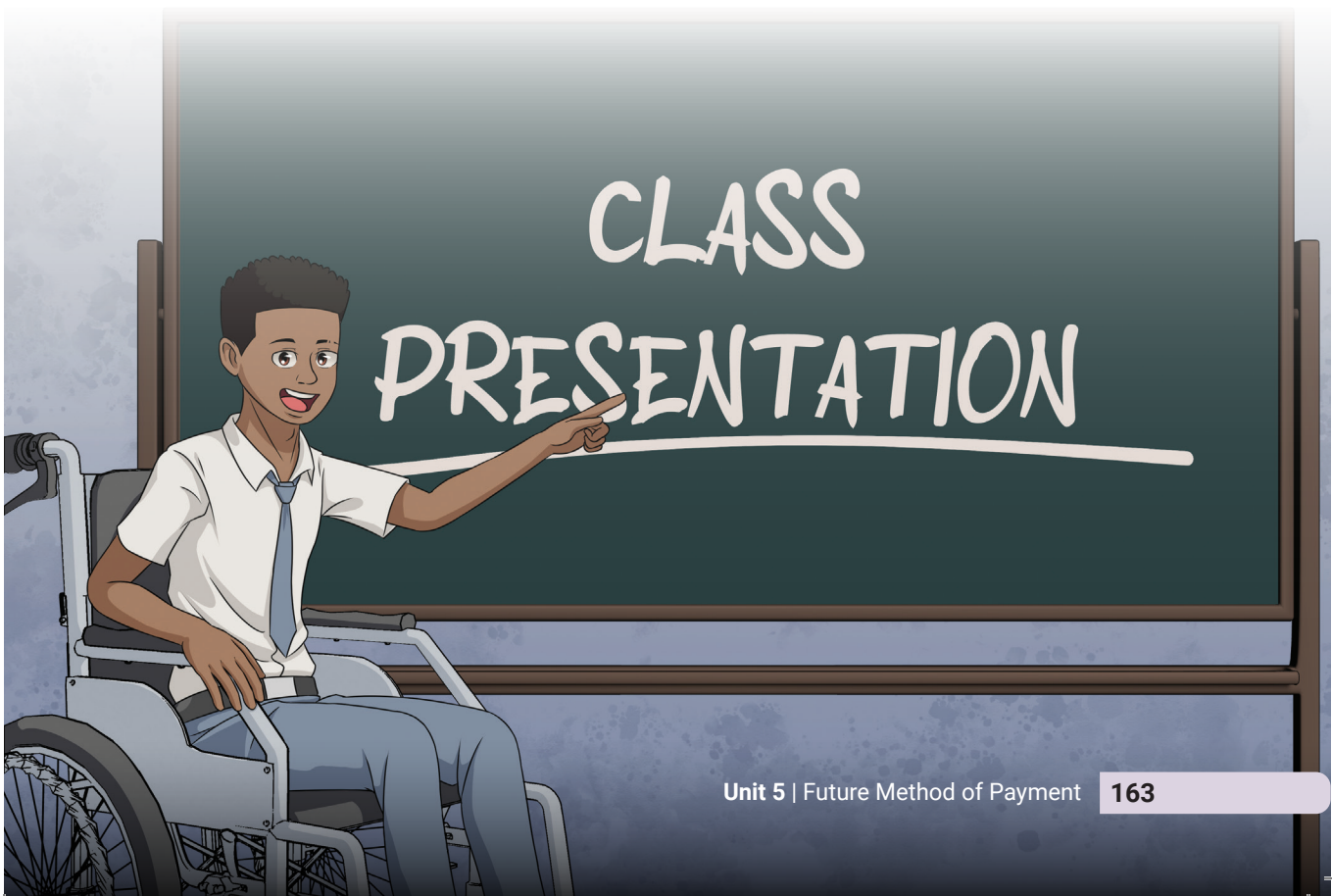


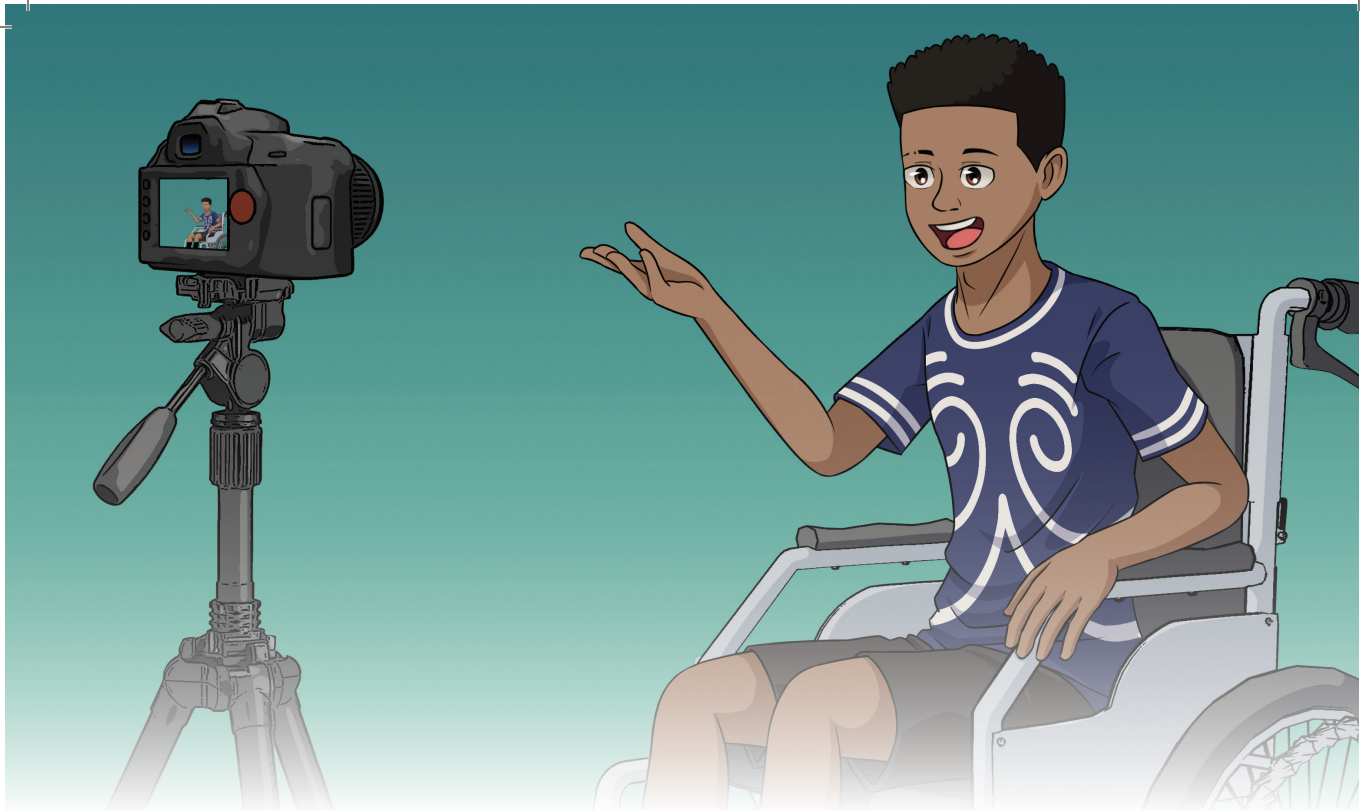




4. Activity C.4

After making the cause-effect diagram in Activity C.3, it is time for you to challenge yourself to present it in front of your friends





5. Activity C.5

In this activity, you will make a video. You may choose one of the topics for your video below:

1. Habits for becoming a young entrepreneur.
2. Utilizing digital wallets for daily transactions.
3. The use of online trading and online investment for saving.

You can see these two examples for your reference:



6 Reasons Why You Need An Emergency Fund

Scan this QR code



<https://www.youtube.com/watch?v=qMpQ1vKdEmg>



Scan this QR code



<https://www.youtube.com/watch?v=paLCIXgjcFg>

**Best Uses For Your Income Tax Return -
#Tmwt Ep.1 (Talk Money with Tonya)**

D. Writing

1. Activity D.1

Overview

In this unit we will deepen the discussion text in the theme of financial literacy. In the previous unit, it was informed that the generic structure of discussion text is issue, sides (arguments for and against), and conclusion. The purpose of this text is to discuss two or more points of view or debate two or more points of view about an issue. The detail information about the generic structure is as follow:

Generic Structure of the Text	Phases Explanation
Issue	This phase presents the introduction of an argument include a general statement (position statement or issue statement), then a preview of the arguments or sides.

Generic Structure of the Text	Phases Explanation
Body paragraph	This phase provides different sides, that can be labelled side 1, side 2 i.e. arguments for and against. The body of an argument includes a topic and elaboration. Elaborations include evidence, examples, reasons.
Conclusion	This phase includes: <ol style="list-style-type: none"> 1. giving a review of the arguments or sides, 2. summing up the evidence presented, 3. concluding statement (restating the position or resolving the discussion).

Taken from https://www.researchgate.net/publication/323550193_Reading_to_Learn_Accelerating_learning_and_closing_the_gap (retrieved on October 1st, 2022)

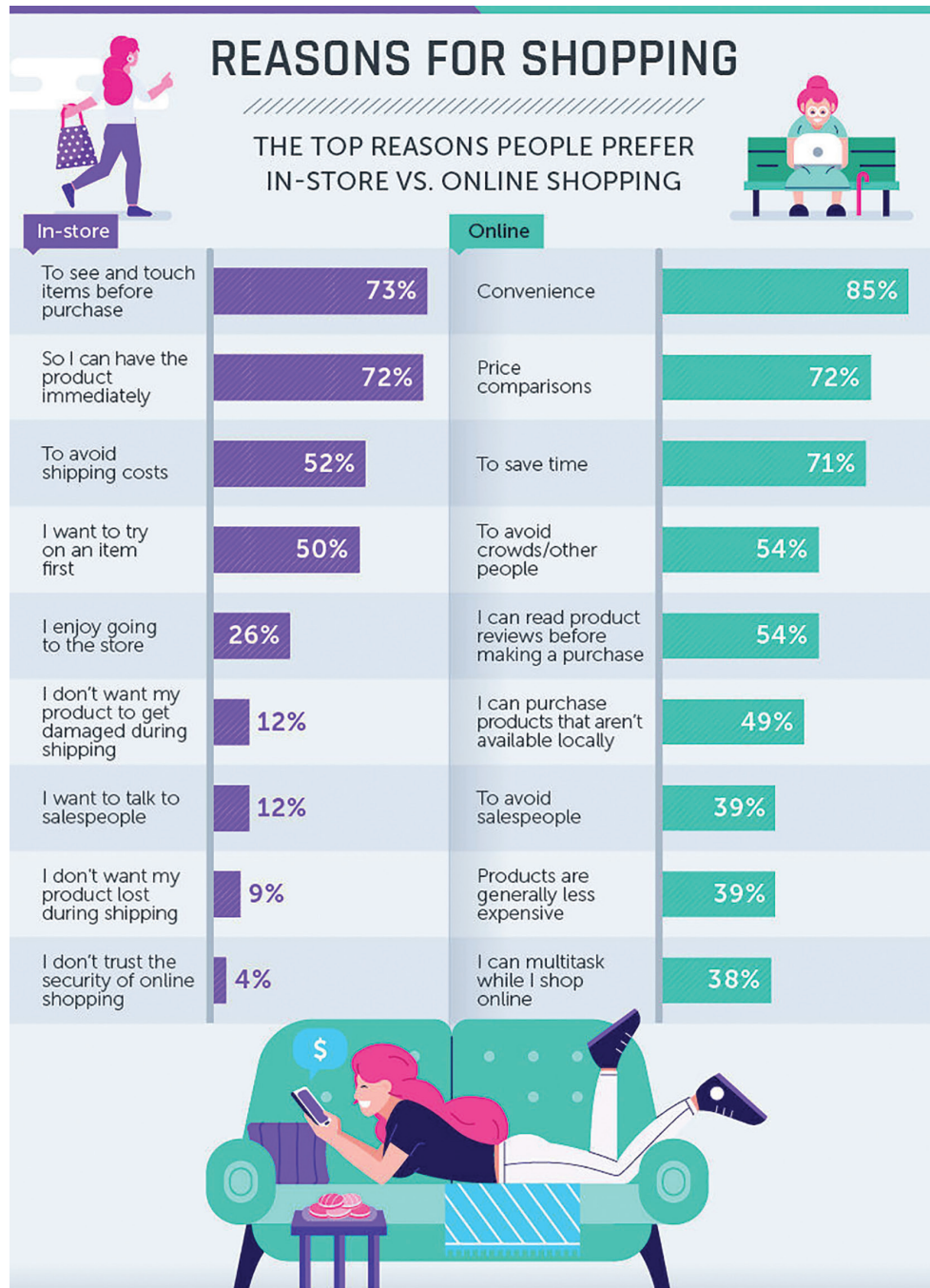


Work in Pairs

Read again text entitled Pro and cons of the future payment method: Cashless and Text entitled Shall financial literacy be taught at school? In the previous reading activity in this unit. Discuss how the texts are organized. Complete the table below prior to determining the organization of the text. One has been done for you.

Basic structure	Text 1	Text 2
Issue		
Argument for		
Argument against		
Conclusion		

While Writing



Source: Survey of 983 people



Retrieved from <https://www.signs.com/online-vs-in-store/> on September 6, (2022).

Answer the following questions based on the illustration above.

1. What is the main reason for people to shop online?
2. What is the main reason for people to shop in-store?
3. What impacts online shopping brings to society?
4. Do you prefer to shop online or in-store? Explain

Online shopping is becoming more popular nowadays. However, some people still prefer to shop in-store.

Write a discussion text (pro and cons) about shopping preferences. Give also some reasons and impacts from the shopping preferences in your elaboration. Apply the following activities in drafting your essay.

1. Activity D.2

Planning

Snowball Writing

(adapted from <https://prestoplans.com/snowball-writing-collaborative-writing-activity/>)



You are going to play snowball.
Listen to your teacher's instruction
on how to play the game.

Outlining

Based on the snowball writing activity, put your ideas in the list and organize them into correct structure.

Revising

Swap your essay with one of your friends'. Ask your friend to comment on your essay. Give specific attention to each body paragraph especially whether supporting details in each paragraph are aligned with the main ideas in the body paragraph. The following questions will guide the process of giving comments to the essay.

1. Can you identify the topic sentence in each body paragraph?
2. Do the topic sentences clearly link to the thesis statement?
3. Is each topic sentence supported by example(s) or explanations that clarify the topic sentence?
4. Are all sentences in each body paragraph connected?
5. Does each topic sentence advance the thesis statement?
6. Is each paragraph adequately developed?
7. Are there sufficient details
8. Are important details overlooked or minimized?

Your friend's comments:

.....

.....

.....

.....

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.....

Having received comments from your friend, it is time to revise your first draft. Read again your draft and incorporate your friend's suggestions if you think it will improve your draft.

Editing

Read your second draft carefully, and fill out the table below by giving tick (✓) on the appropriate box:

No	Question	Yes	No
1	I use the requested essay structure.		
2	Each body paragraph is sufficiently developed by using reasons/examples/ explanations.		
3	All sentences are error free.		
4	All words are spelled correctly.		
5	I used mechanics accurately.		

If your answer to the above questions are 'yes' your essay is ready to publish; however, if you still find 'no' on your answer you need to return to your essay and finalize your essay below prior to submit it to your teacher.

Post-Activity

2. Activity D.3

Tips for online shopping



Although online shopping offers several conveniences, several risks may also present at the same time. Share your tips on how to shop online safely.

In retrospect

What I have learned from this chapter:

.....

.....

.....

.....

The material(s) I understand the most:

.....

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.....

.....

The material(s) that needs improvements:

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.....

.....

The material(s) that I want to learn more:

.....

.....

.....

.....

My opinion about this chapter:

.....

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.....

Assessment

Write an essay about the reasons and impact from the issue provide below:

More and more people prefer to buy food using online apps instead of going to the store or cooking for themselves. What are the reasons and impacts for people's shopping preferences?

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Enrichment

The chart below gives information about the different online shopping purposes between men and women. Summarize the information by selecting and reporting the main features and make comparisons where relevant.



Picture taken from Online Shopping Statistics You Need to Know in 2022 (optimmonster.com),
accessed on dec 10th, 2022. 1.30 P.M

The rubric that will be used in this Assessment and enrichment is:

Writing Rubric

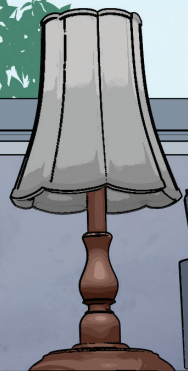
No	Aspects	Indicators	Score Range
1	Content	The candidate argument is relevant with the topic	25
		The candidate argument is not relevant with the topic	0
2	Communicative Achievement	The writing is appropriate for the task.	25
		The writing is not appropriate for the task.	0
3	Organization	The writing is put together well	25
		It is difficult for the reader to follow	0
4	Language	There is a good range of vocabulary and grammar	25
		There are mistakes that could make the reader difficult and confusing for the reader.	0
	Total		100

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
Republik Indonesia, 2022

Bahasa Inggris: Train of Thoughts untuk SMA/MA Kelas XII Tingkat Lanjut

Penulis: Sunengsih, dkk.

ISBN: 978-602-427-961-5 (jil.3)



Unit

5

Today's Life

Listening

You will listen to talks about minimalist style.

Speaking

You will arguments about topics related to minimalism and digital minimalism.

UNIT 5 MIND MAP

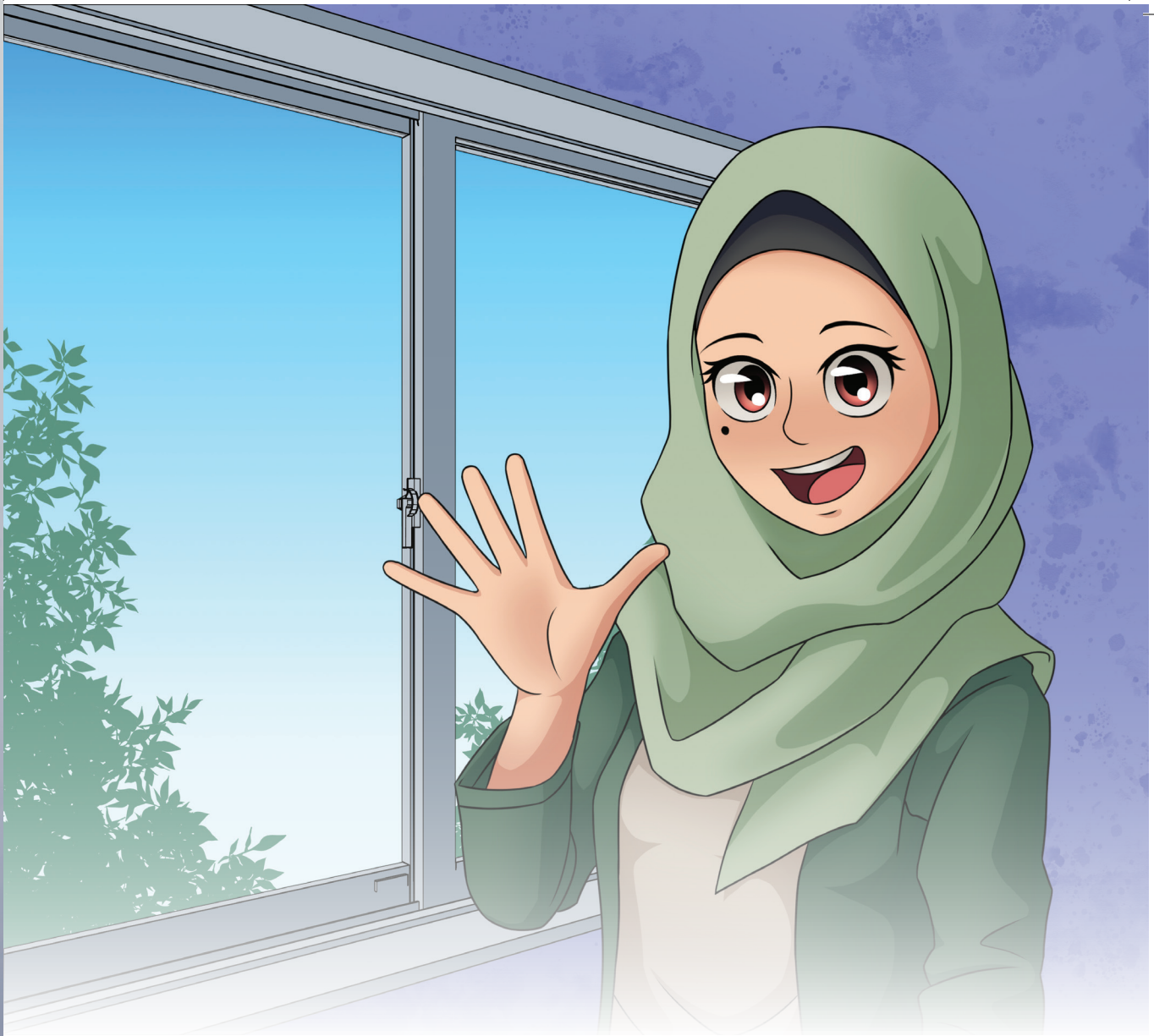
Reading

You are going to read a letter about minimalism and pros and cons of digital minimalism.

Writing

You will write about frugal living using pros and cons essay structure.





At the end of unit you are able to:

- ✓ Identify characteristics of a discussion text, including its social function.
- ✓ Explain the characteristics of a discussion text.
- ✓ Organize ideas in line with the structure of a discussion text.
- ✓ Be able to identify explicit and implicit information derived from discussion text.
- ✓ Write an essay using discussion text structure.

Lead in

Look at the pictures carefully and write the answers to the questions below.



Declutter useless things.

Focus on important agenda.



Unfollow toxic people in social media and avoid being addicted on it.

Buy on what you need not on what you want.



Use the KonMarie Method and keep things that you like.

Choose quality over quantity.



1. What kind of lifestyle does it represent?
 - a. Minimalist lifestyle
 - b. Maximalist lifestyle
2. According to the picture, what is a minimalist lifestyle?
3. Would you like to live a minimalist lifestyle? Why?

A. Listening

1. Activity A.1

Sort the words into positive and negative and find the synonym of those words. One has been done for you.

Stress	Debt	Happiness	Intentional Life
Deliberate Life	Meaningful Life	Hard	Passionate

Positive	Synonym	Negative	Synonym
Happiness	Joy		

2. Activity A.2

You are going to hear a long talk about the minimalist lifestyle. You will hear the talk twice. Listen carefully and answer the questions.

- Complete the gaps with words from the audio.
 - It encourages people to have fewer
 - The minimalists, Ryan Nicodemus and Joshua Fields, claim minimalism as the way to happiness.
 - The proponents believe that leads to intentional and happy life.
 - Getting some of Out of the way
 - Clearing the clutter from our lives can help us all focus on everything that
 - Moreover, it stress.

2. What do the opponents of minimalism think of this lifestyle?
3. In what condition does minimalism not reduce stress?
4. What is the speaker talking about?
5. Do you think minimalism is important? Elaborate your answer.

3. Activity A.3



Work in Pairs

You are going to hear a talk about the minimalist lifestyle one more time. Please write some pros and cons toward a minimalist lifestyle based on the audio recorded on the table below.

Pros	Cons

1. Can you implement this lifestyle in your real life? Elaborate your answer.

4. Activity A.4



Work in Group

Work in groups of four. Listen to the recording again and then discuss the generic structure of the long talk in groups.

Issue

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Arguments for

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Arguments against

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.....

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Conclusion

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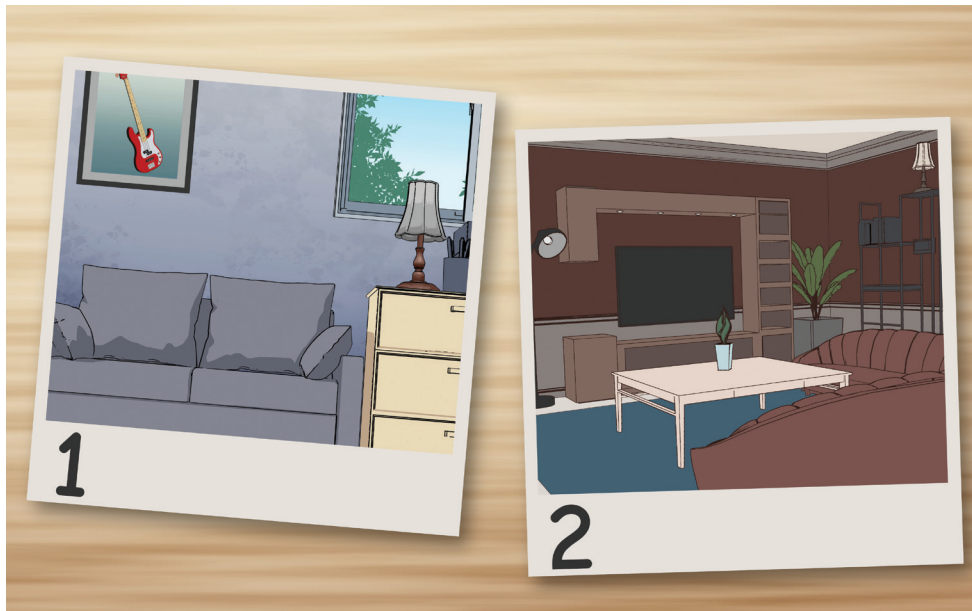
.....

.....

B. Reading

1. Activity B.1

Look at the pictures. Work in pairs and answer the questions.



1. Which picture do you think is better? Why?
2. Which room do you think *gives the pleasure of leisure*? Why?

2. Activity B.2

Thinking about the topic.

Cross the letter of the information that you agree or disagree with.
Compare your answers with partners.

1. Statement 1

“While I keep my home and life clutter-free, I apply minimalism to my social calendar too as I find joy in doing less. The result is more free time to do the things I truly love with the people I love being around.”

- a. Agree
- b. Disagree

2. Statement 2
“By maintaining a clutter-free environment, you’re able to increase focus and productivity thus reducing stress.”
 - a. Agree
 - b. Disagree

3. Statement 3
“Wellness is created when you get as much joy from saving as you do from spending.”
 - a. Agree
 - b. Disagree

3. Activity B.3

You are going to read an article about “pros and cons of a minimalist lifestyle”.



Work in Group

In groups, make a list of pros and cons of a minimalist lifestyle based on your personal point of view. Share your list with the whole class.

Pros	Cons
1. Save money	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

4. Activity B.4

Read the email from Professor Norbert to his student talking about “Becoming Minimalist”.



Norbert <norbert@mail.com>
To me

Dear Sam,

Hi Sam,

Thanks for sending me your point of view on our last discussion about social issues nowadays. By the way, due to our last topic on social issues, have you ever noticed the current issue related to lifestyle nowadays? Minimalism? Do you know it? It has become increasingly popular over the past decades since people began to value time over money more. You have some people that would say minimalism is the best way to live. Other people criticize that it's a lifestyle of privilege or state it's a problem and list reasons they stopped becoming a minimalist. Just like any lifestyle you consider starting, I believe, you're probably interested to know the pros and cons of minimalism.

The supporters of minimalism may probably agree that the lifestyle typically does create more space in people's homes. The idea of being minimalist is how we have reduced our possession significantly. It will create more space in our home. Then, less possession of things will affect us mentally, which is less stress. Do you agree that clutter in the home can be stressful? Imagine that you must manage all things and furniture, like old clothes, books, sofas, and kitchen stuff, in everyday life. How stressful!

However, some people may feel insecure about being minimalist. They would probably think that they are Fear of missing out (FOMO). The FOMO issue leads to the perspective of losing amenities. Perhaps it's true that buying things can solve some problems and makes life easier in some way. With this result, it might clearly be hard for people to move from their consumption behavior. People also think that minimalism is not the only way of solving problems. They are rather considering minimalism

as the tool to give us the pleasure of leisure and mental capacities to solve some problems.

To sum up, minimalism has become pretty popular recently. People are already aware of some facts that having things does not necessarily make them happy, and it would be a good idea to reduce some of them. However, there are also some problems related to the minimalist lifestyle. It would be better to evaluate the pros and cons in order to decide whether you want to employ this lifestyle or not.

What about your opinion? Let me know it.

Best wishes,

Norbert

↶ Replay

↷ Forward

5. Activity B.5

Vocabulary

In this activity, you need to find 10 hidden words. Find all words based on their meaning. If you want to play online and find the magic words, scan the QR code.

Scan this QR code



<https://learningapps.org/watch?v=pmpxnzjqk22>

Match The Card

Match the word with its meaning by drawing a line.

Lifestyle	<input checked="" type="radio"/>	<input type="radio"/>	To have influence on someone or something
Privilege	<input type="radio"/>	<input checked="" type="radio"/>	Someone's way of living
Possession	<input type="radio"/>	<input type="radio"/>	The time when you are free from work or other duties and can relax
Affect	<input type="radio"/>	<input type="radio"/>	a things such as chairs, tables beds, etc
Clutter	<input type="radio"/>	<input type="radio"/>	A state of being untidy
Furniture	<input type="radio"/>	<input type="radio"/>	The fact that you have or own something
Amenity	<input type="radio"/>	<input type="radio"/>	Something, such as a swimming pool or shopping center that is intended to make life more pleasant
Leisure	<input type="radio"/>	<input type="radio"/>	An advantage that only one person or group has

6. Activity B.6

Check (✓) the statements that are true based on the email.

- _____ 1. Minimalists have not been very popular among people over the past decades.
- _____ 2. All people agree that the lifestyle typically does create more space in people's homes.
- _____ 3. Being minimalist is how we have reduced our things in essence.
- _____ 4. Having a lot of possessions leads us into mentally stressful situation.
- _____ 5. FOMO is one of the reason people don't agree on the concept of minimalism
- _____ 6. Having all things in house does not necessarily make People happy

7. Activity B.7

What do you think?

1. Watch a video about "The extreme homes of maximalists and minimalists - BBC REEL"



Scan this QR code



<https://www.youtube.com/watch?v=LdMltDavSMc>



Work in Pairs

In pairs, discuss the following questions:

- What are the advantages and disadvantages of having a minimalist lifestyle?
- What are the pros and cons of a maximalist lifestyle?
- If you were to choose between the two, which would you prefer?
- Describe your home design and lifestyle practices.
- In your country, are people more maximalist or minimalist?

8. Activity B.8

Ask your family member about the issue of minimalism and maximalism using these questions.

Questions	Person 1	Person 2
What are the advantages and disadvantages of having a minimalist lifestyle?		
What are the pros and cons of a maximalist lifestyle?		
If you were to choose between the two, which would you prefer?		
Describe your home design and lifestyle practices.		



9. Activity B.9

Observe Ani's expression in the picture. Then answer the following questions.

1. How often do you use your smartphone every day?
2. Have you ever felt tired of using it?
3. Do you think you need to reduce the time? Why? Why not?

10. Activity B.10



Work in Pairs

Why do you think people start thinking of digital minimalism? Do you agree or disagree? Discuss your ideas then skim the passages to check the similarities or differences with your proposed ideas.

11. Activity B.11

Read the text.

The Pros and Cons of Digital Minimalism

Most days I would spend hours browsing Instagram and Youtube and I would notice how the content I see and engage with would affect my mood for the whole day. Picking the book “Digital Minimalism” by Cal Newport helped me reflect on this doom scrolling habit. In this article, I will share my learnings from digital minimalism and list its pros and cons. What is digital minimalism? Before dwelling on the pros and cons of digital minimalism, let’s look at its definition as stated by the author:

“Digital minimalism is a philosophy of technology use in which one focuses on their online time in a small number of carefully selected activities that strongly support the things one values and then happily miss out on everything else.”

Pros of Digital Minimalism:

- **Optimizing your time online**
Apps and devices are designed to be addicting and it’s easy to waste time on mindless scrolling. But digital minimalism has taught me to not only limit the time I spend on devices, but to use my time on devices with clarity on my intentions such as self-development, learning new skills or catching up with a friend.
- **Improving mental health**
Spending too much time on social media can be a sort of escape from the day to day. With limiting time online, you spend more time with introspection and thought patterns that you would otherwise not think of when being bombarded by plenty of online distractions.

- Improving relationships

Newport talks about how most of us are veering more towards low-quality interactions such as texting/ chatting instead of high-quality interactions such as conversing with a loved one that involves social cues. Digital minimalism veers for us to engage more with high-quality interactions and become more mindful and caring for those around us.

Cons of digital minimalism

- Decluttering can be difficult

The declutter process can be difficult for some especially if the solution is to get rid of all of it in one go. The user involved should have a clear idea of their values when proceeding with decluttering digitally. To paint a better picture when decluttering; My first thought process then was listing my values which are still my priorities to this day: connection, curiosity and excellence. This means I value spending time with reaching out and talking to people I care for and ongoing learning.

- The practice can be lonesome

Pursuing digital minimalism means spending most of the time in your head and getting rid of the clutter in your mind. This lone path can cause discomfort from disconnection.

Based on the pros and cons above, we might want to reconsider whether to do digital minimalism or not. Some people perhaps find digital minimalism too challenging due to the high necessity of being connected. However, others might want to consider the benefit they can gain if they do it.

Adapted from: <https://www.designtechdigital.com/the-pros-and-cons-of-digital-minimalism-%EF%BB%BF/>

12. Activity B. 12

Match each word with the correct definition.

1	addicting	a	a collection of things lying about an untidy mass.
2	scrolling	b	the action of moving displayed text or graphics up, down, or across on a computer screen in order to view different parts of them.
3	introspection	c	a thing that prevents someone from giving full attention to something else.
4	distraction	d	the importance, worth, or usefulness of things.
5	veer	e	a thing that is regarded as more important than another.
6	decluttering	f	an application, especially as downloaded by a user to a mobile device.
7	priority	g	suddenly change an opinion, subject, etc.
8	clutter	h	remove unnecessary items from (an untidy or overcrowded place).
9	app	i	likely to cause someone to become addicted.
10	values	j	the examination of one's own mental and emotional processes.

13. Activity B.13

Fill in the blanks with the words from Activity B.13

By just turning off notifications, you will not be able to break your tech habits and remove their (1) effect. Non-stop (2) on the screen might negatively affect your daily life. To reduce the (3), drastic steps are required, which is where the digital detox comes in. The digital detox is a 30-day sabbatical from optional technology that allows you to rediscover and do (4) on how to pursue activities that enrich your life.

To begin, you must choose which (5) and devices are “optional” for you. Is this something I actually need? If you answered yes, you should retain it. If the answer is no, delete it and put it out of your mind for the next thirty days. Sorting out the ones you really need will get rid of the unnecessary (6).

You can gradually reintroduce the optional technology back into your life once the detox is complete. You will, however, only enable apps that bring true (7) based on its (8).

14. Activity B.14

Read the text ‘The Pros and Cons of Digital Minimalism’ again then answer the following questions in the space provided.

1. What is the main idea of the text?

2. Do you agree with the idea of digital minimalism by Cal Newport? Explain.

3. According to the author, what are the pros and cons of digital minimalism?

4. Do you agree or disagree with the concept of digital minimalism itself? Why?

5. 'This lone path can cause discomfort from disconnection.' (Last paragraph). What does disconnection mean?

Grammar Focus

This activity will discuss comparative and additive connectives. Regarding to comparative connectives, they are used to introduce counterpoints and refutation; for example,

*The idea of being minimalist is how we have reduced our possession significantly. It will create more space in our home. **However**, some people may feel insecure about being a minimalist. They would probably think that they are Fear of missing out (FOMO).*

“**However**” is comparative connective. Other expressions that can be classified as comparative connectives are *on the contrary*, *whereas*, *differ from*, *on the other hand*, *in spite of this*.

On the other hand, additive connectives are used to add to and further develop the argument; for example, *also*, *in addition*, *moreover*. Use the correct connectives.

On the other	handbecause	since
However	Therefore	

Minimalists state that Minimalism has many advantages ...(1) it offers fuller life with fewer possessions. ...(2), this claim is in hot debate.

The supporters of this issue believe that it has a positive impact on their personal life. Fewer possessions can make them live in calm, uncluttered spaces. ...(3)It reduces stress in life.

.....(4), the opponents of this lifestyle think that this lifestyle can not be implemented for all people. Some people love to keep things(5) they want to keep the memories and to remember the giver.

C. Speaking

1. Activity C.1

Take a look at the picture and list down the characteristics of minimalism and maximalism from the pictures.



e.g., colorful backdrop	e.g., simple bed sheet design

Hi, Here are some expressions you can use to state your agreement and disagreement.

If you agree, you can say:

Yes, I agree!
I totally agree!
I couldn't agree more!
I see exactly what you mean!
You're right. That's a good point.

If you disagree, you can say:

That's not right!
I'm not sure about that.
I'm afraid I disagree.
I beg to differ.
I'd say the exact opposite.

If you partly agree, you can say:

That's partly true, but ...
I agree up to a point, but ...
I'm not so sure about that.
I see your point, but ...

Things to remember: it is a good idea to provide reasons behind you agreement or disagreement.

2. Activity C.2

Reread the two texts in the reading section. You can choose one of the statements below and make a list of agree and disagree from the cases below.

1. Reducing our possession significantly is a good action to do.
2. Spending too much time on social media damages our mental health.
3. FOMO is an attitude that brings benefits to our social life.

4. Keeping everything minimum can reduce our stress.
5. Having various kinds of fashion items makes us more sociable.

TOPIC: it is very good to be minimalist.

Example:

Topic: it is very good to be a minimalist.

I agree because:	I disagree because:
Minimalism can reduce stress.	Minimalism has no aesthetic look.
Minimalism makes us focus more on what we need, not what we want.	Minimalism cuts off creativity.
Minimalism shows simplicity.	Minimalism limits our connection to wider social life.

3. Activity C.3

Let's travel. Pick five questions from the question list below. Move around the classroom and ask the questions you have picked to your friends.

What are you passionate about?	What are aspects of minimalism you don't like?	How much time do you spend on social media in a day?	Do you have clothes in your wardrobe you never wear? What do you usually do with them?
What criteria do you use to make shopping decisions?	How can you stop impulsive purchases?	What criteria do you use in having certain social media?	How can you declutter your room from stuff you don't need?

How can you simplify your life?	How often do you post on social networks?	Do you agree that people who spend money on experience are happier? Why?	In your opinion, do minimalists manage their money better than maximalists?
---------------------------------	---	--	---

4. Activity C.4

Do you know what debate is?

Debate is a formal discussion of an issue at a public meeting or in a parliament (Luckett, 2006). Take a look at the video to have a general overview on debating with Asian Parliamentary system.

Scan this QR code



Youtube: <https://www.youtube.com/watch?v=4HUFM3JZaLQ>

How to do it?

1. There are two teams in the debate: the Government and Opposition team.
2. There are three speakers for each team.
3. Government team consists of: Prime Minister (1st speaker), Deputy Prime Minister (2nd speaker), Proposition Whip (3rd speaker), Replay Speaker (Prime Minister or Deputy Prime Minister).
4. Opposition team consists of: Leader of the Opposition (1st speaker), Deputy Leader of the Opposition (2nd speaker), Opposition Whip (3rd speaker), Replay Speaker (Leader of the Opposition or Deputy Leader of the Opposition)
5. A speech lasts for about 7 minutes. One knock at the 1st and 6th minutes, two knocks at the 7th minute and continuous knocks after 7.20. POIs (point of information/ interruption) allowed during substantive speeches.

6. Scan the QR or go to the link to know more about it.

Scan this QR code



https://bit.ly/drive_Asian_Parliament_Debate

Now, let's do the debate.

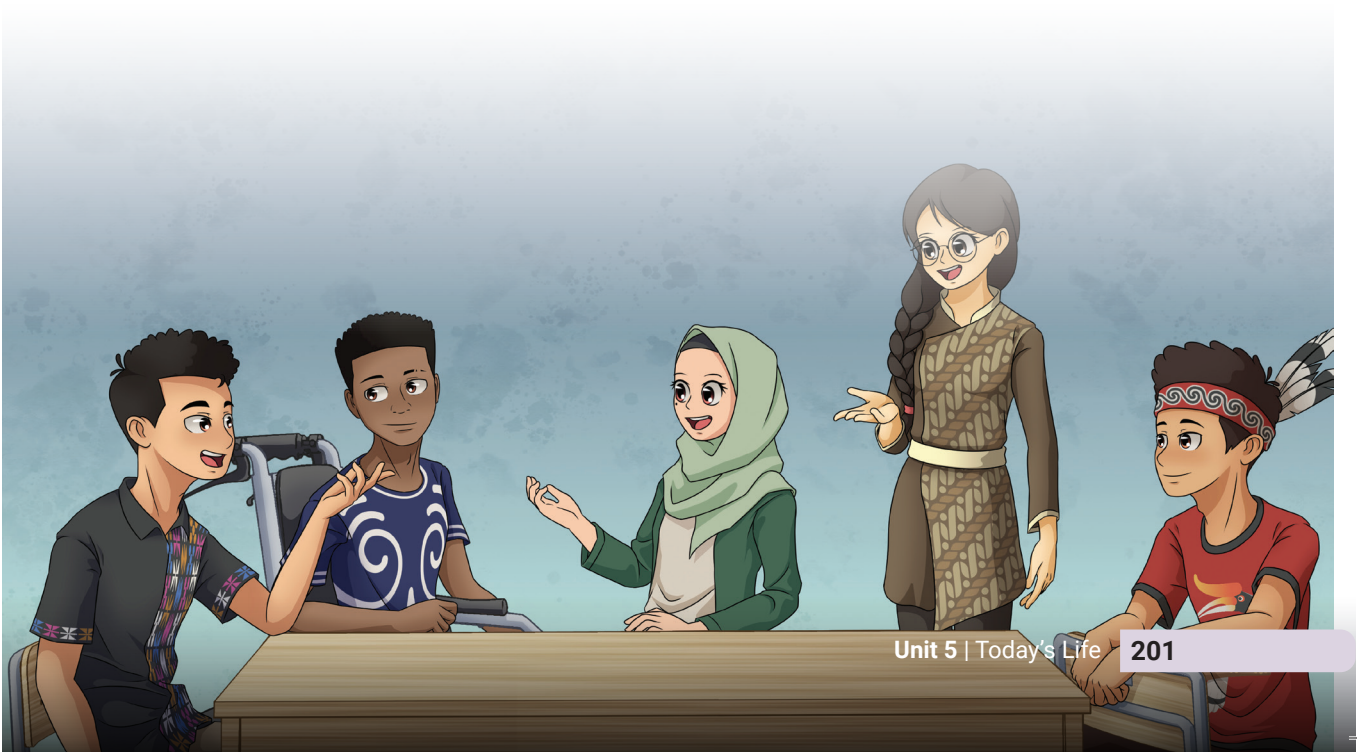


Work in Group

Make a group of 3. Stand your argument about the topic you have chosen.

Debating topics:

1. This house regrets the rise of minimalism.
2. This house believes that social media brings more harm than good.
3. This house would limit the use of social media based on economic status.
4. This house believes that maximalism brings more choices to people to survive in their social life.
5. This house would prohibit the use of uniforms in schools.



D. Writing

1. Activity D.1

Overview

A pros and cons in discussion text aims to debate two arguments or to present two points of view. For example,

Topic: Digital technology for children.

Pros: Digital technology can help children cognitive development.

Cons: Digital technology may hamper children's creativity.

The generic structure of discussion text is issue, arguments for, arguments against, and conclusion.

Reread Text 1 and Text 2. Can you write the structure of the essays below?

Generic Structure	Text in Reading Activity	
	Text 1	Text 2
Issue		
Arguments for		
Arguments against		

Generic Structure	Text in Reading Activity	
	Text 1	Text 2
Conclusion		

2. Activity D.2

Frugal living has emerged to become one of the alternative lifestyles nowadays. People may have different perceptions about this. What is your opinion about frugal living? Support your opinion with an explanation and relevant examples in the essay below.

Before writing the on-cam draft, apply the following stages to help you write the essay.





Planning

Generating ideas



Work in Group

Work with your friends. Together find information about:

1. What frugal living is.
2. What entails a frugal living lifestyle.
3. The impacts of adopting frugal living.
4. Several prominent figures adopt frugal living.

Outlining

After you have gathered information about frugal living, now it is time to decide your opinion about frugal living. Use the following graphic organizer to outline your essay.

Name_____

Title_____

PROS

Main Point	Elaboration/Evidence/Support
1.	
Original source:	

CONS

Main Point	Elaboration/Evidence/Support
1.	
Original source:	

PROS

Main Point	Elaboration/Evidence/Support
2.	
Original source:	

CONS

Main Point	Elaboration/Evidence/Support
2.	
Original source:	

PROS

Main Point	Elaboration/Evidence/Support
3.	
Original source:	

CONS

Main Point	Elaboration/Evidence/Support
3.	
Original source:	

Drafting

Write your first draft here

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Revising

Nominate best draft



Work in Group

Work in a group of four. Your teacher will distribute four drafts from other groups. Nominate which draft is the best among the four. Give reasons why the particular draft is the best. Use the following criteria in determining the best draft. Use the following criteria to review the essays. The essay complies to the pro-cons essay structure.

1. The essay is aligned to the assigned topic
2. The thesis statement in the first paragraph is clear
3. Each main idea in the body paragraph support the thesis statement

4. The conclusion paragraph
5. The conclusion paragraph refers back to the thesis statement.
6. The conclusion paragraph summarizes the essay.
7. The conclusion paragraph does not introduce new ideas.

Review.....
.....
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Strength of the essay.....
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.....
.....

Factors need improvement.....
.....
.....
.....

Once you receive comments from your friends, it is time for you to revise your work. Incorporate your friend's feedback whenever it is necessary below:

Second Draft

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Editing

Reread your second draft and make sure that your essay is relevant to the assigned topic and essay structure, and free from the following items:

- a. Grammatical mistakes
- b. Spelling error
- c. Correct mechanics use

Revise your essay if you still find some mistakes or errors. Write your final draft below and submit your work to your teacher when you think it is ready.

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3. Activity D.3:

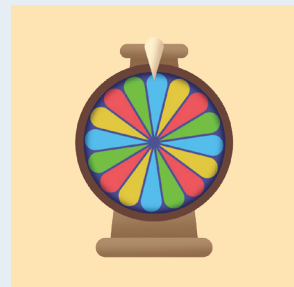
Reflection



Work in Group

Work in a group. You are going to play wheel of fortune. Listen to your teacher for the instruction.

Note: Teachers may bring realia to the class, or the games can be played online.



In retrospect

What I have learned from this chapter:

.....

.....

The material(s) I understand the most:

.....

.....

The material(s) that needs improvements:

.....

.....

The material(s) that I want to learn more:

.....

.....

My opinion about this chapter:

.....

.....

Assessment

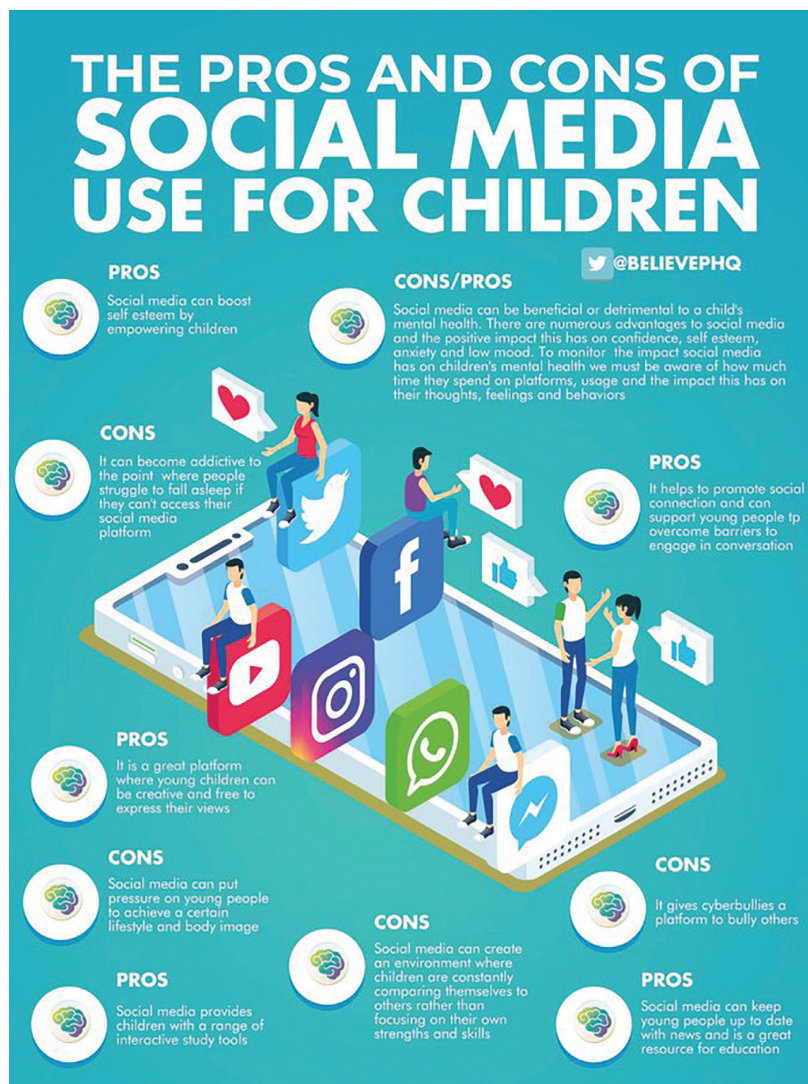
In this assignment, your task will be to create a poster(s) that demonstrates what you have learned in Unit 5 on discussion text.

Pick one of the issue below

- Pros and cons children should have their own phones.
- Pros and cons homework should be banned.
- Pros and cons junk food should be banned

Make your essay in the form of a poster. You can use poster making apps such as, **Corel draw, canva, vista design, adobe photoshop, etc.**

Example provided below



Taken from twitter @BelievePHQ , accessed on december 6th, 2022

Enrichment

Observe two pictures below, and answer the following questions orally in a form of video recording

Maximalism



Picture taken from: <https://www.travelchannel.com/roam-blog/food-culture/milan-fashion-week> accessed Dec 10th, 2022.

Minimalism



Picture taken from: <https://lifestylebyps.com/blogs/mens-fashion-blog/tagged/white-tshirt-outfits-guys> accessed Dec 10th, 2022.

Questions

1. Which picture do you think is suitable for your personality?
Explain why?
2. Which picture do you think is not suitable for your personality?
Explain why?
3. What is your suggestion for people regarding this issue of maximalism and minimalism?

The rubrics that will be used in this Assessment and enrichment are:

Writing Rubric

No	Aspects	Indicators	Score Range
1	Content	The candidate argument is relevant with the topic	25
		The candidate argument is not relevant with the topic	0
2	Communicative Achievement	The writing is appropriate for the task.	25
		The writing is not appropriate for the task.	0
3	Organization	The writing is put together well	25
		It is difficult for the reader to follow	0
4	Language	There is a good range of vocabulary and grammar	25
		There are mistakes that could make the reader difficult and confusing for the reader.	0
	Total		100

Speaking Rubric

No	Aspek graded	Score
1	Pronunciation	1-5
2	Intonation	1-5
3	Fluency	1-5
4	Meaning Accuracy	1-5
	Total	

Score = Total x 20 = 100

Notes:

1. All sentences are incorrect.
2. Many sentences are incorrect.
3. There are errors that make the meaning is unclear
4. There are errors but still understandable and clear.
5. The sentences and meaning are correct. It is understandable.

Appendices

Scan the QR Code or visit the link on page
to download the audio recording

Scan this QR code



https://static.buku.kemdikbud.go.id/content/media/rar/BIng_12L.zip

Glossary

accelerated (v)	increased
addict (v)	a person who has become physically or psychologically dependent on a chemical substance
aesthetic (adj)	connected with beauty and art and the understanding of beautiful things
advantage (n)	benefit; gain; profit
affect (v)	produce an effect or change in
anxiety (n)	distress or uneasiness of mind caused by fear of danger or misfortune
atomic habit (np)	small, repetitive actions that require little effort or motivation to carry out but which lead to big changes in our everyday lives. https://www.iseazy.com/blog/atomic-habits/ , retrieved on October 24, 2022
attraction (n)	magnetic charm
bullying (v)	the act of intimidating or harming someone who is vulnerable.
cash (n)	money or an equivalent, as a check, paid at the time of making a purchase
cashless (n)	having or using no cash
cons (n)	opponents of an issue
coastal (adj)	located near a cost
consumerism (n)	the increase of consumption of goods or services purchased in the market.
clutter (v)	crowd (something) untidily.

currency (n)	a system of money in general use in a particular country.
credit cards (n)	a small plastic card issued by a bank, business, etc., allowing the holder to purchase goods or services on credit.
debt (n)	something that is owed
declutter (v)	remove unnecessary items from (an untidy or overcrowded place).
deliberate (adj)	carefully weighed or considered
destination (n)	the place to which a person or thing travels or is sent
detrimental (adj)	causes negative impact.
digital detox (np)	a 30-day sabbatical from optional technology that allows you to rediscover and do introspection on how to pursue activities that enrich your life.
digital minimalism (np)	a philosophy of technology use in which one focuses on their online time in a small number of carefully selected activities.
disadvantage (n)	absence of advantage
drawback (n)	disadvantages
e-banking (n)	a method of banking in which the customer conducts transactions electronically via the internet.
economic exclusive zone (np)	the zone where the U.S. and other coastal nations have jurisdiction over natural resources.
expenses (n)	money paid

fashion items (np)	things such as clothes and shoes that retailers have to change often because the styles often change
financial literacy (np)	The ability to apply knowledge and skills to manage finance.
followers (n)	People who follow others because of similar interests.
fomo (abbreviation)	fear of missing out, feeling insecure that one might be left out by his or her own friends.
foreclosure (n)	The action of taking possession if the mortgagor fails to pay.
forgery (n)	the crime of copying money, documents, etc. in order to cheat people.
foremost (adj)	the most prominent.
gem (n)	a precious or semiprecious stone, especially when cut and polished or engraved.
glimpse (n)	a sight of somebody/something for a very short time, when you do not see the person or thing completely
habit (n)	a thing that you do often and almost without thinking, especially something that is hard to stop doing
harnessed (v)	trapped
heatstroke (n)	Fever or unconsciousness caused by overexposure to the heat (sun).
heritage (n)	the history, traditions, buildings and objects that a country or society has had for many years and that are considered an important part of its character
hinder (v)	create barriers
humorous (adj)	showing a sense of humor

hypothermia (n)	a medical condition in which the body temperature is much lower than normal.
illegal fishing (np)	fishing activities conducted by foreign vessels without permission in waters under the jurisdiction of another state, or which contravene its fisheries law and regulations in some other manner. (https://worldoceanreview.com/en/wor-2/fisheries/illegal-fishing/ , retrieved on 24 October 2022)
impulsive purchase (np)	the buying of goods without planning to do so in advance, as a result of a sudden whim or impulse.
influencers (n)	People who have a big influence on others on social media.
infographics (n)	information or data that is shown in a chart, diagram, etc. so that it is easy to understand.
insecure (adj)	feeling unconfident
insurance (n)	A practice by an agency that provides a guarantee of compensation for specified loss, illness, or death in return for premium payment.
intentional (adj)	of or relating to purpose
investment (n)	the action of investing money for profit.
mandatory (n)	Required.
marine (n)	Sea
maximalism (n)	a reaction against minimalism, is an aesthetic of excess.
meaningful (adj)	full of significance, purpose
mental health (np)	psychological well-being
mental verbs (np)	actions that cannot be seen.

minimalism (n)	A philosophy of being minimalist; a style of art, music or design that uses very simple ideas or a very small number of simple elements
mountain (n)	a natural elevation of the earth's surface rising more or less abruptly to a summit and attaining an altitude greater than that of a hill, usually greater than 2.000 feet (610 meters)
mortgage (n)	A loan obtained through the conveyance of property as security.
overfishing (n)	the process of taking so many fish from the sea, a river, etc. that the number of fish in it becomes very low.
possessions (n)	ownership; something that you own or have with you at a particular time
preserve (v)	to keep a particular quality, feature, etc.; to make sure that something is kept
pros (n)	proponents of an issue
retailer (n)	Business that sells goods in smaller quantities.
reef (n)	Rock, coral, or sand below the surface of the sea.
rural (adj)	of, relating to, or characteristic of the country
sarcastic (adj)	showing or expressing sarcasm.
saving (n)	a reduction or lessening of an expenditure
seizure (n)	A sudden attack of illness
simplicity (n)	the quality of being easy to understand or use
shore (n)	the land along the edge of the sea, the ocean or a lake
shopaholics (n)	People who shop too much.
social media (np)	online means for sharing and connecting

snorkeler (n)	People who do snorkeling.
snorkeling (n)	The activity of swimming using a snorkel.
students' loan (np)	Money lent for students for the completion of their study.
sunburn (n)	Reddening or inflammation caused by overexposure to the sun.
surfing (n)	a precious or semiprecious stone, especially when cut and polished or engraved.
struggle (v)	to make (one's way) with violent effort
topography (n)	the arrangement of the natural physical features of an area.
transaction (n)	a piece of business that is done between people, especially an act of buying or selling
transshipment (n)	the unloading of goods from one ship and its loading into another to complete a journey to a further destination, even when the cargo may have to remain ashore some time before its onward journey.
travel (v)	to go from one place to another
urban (adj)	of, relating to, or designating a city or town
pilgrimage (n)	A journey to a place associated with something well-known.
veer (v)	suddenly change an opinion, subject, etc.
versatility (adj)	flexibility
vicious (adj)	savage
websites (n)	a set of pages on the internet, where a company or an organization, or an individual person, puts information.

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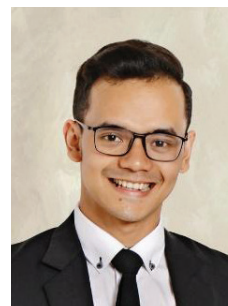
Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Buku Peminatan Bahasa Inggris Kelas X (Dalam Tim). Sarana Panca Karya (2019)
2. Jejak Sang Penggerak. Ontologi. Yayasan Pelita Parahyangan Goeboek Senja Poestaka (2020).

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. The Advantages and Challenges of ICT Integration in EFL Classroom (Indexed Scopus). 2018. Presented at Conaplin 2018.
2. Survey to Investigate Indonesian Teacher's Technological Pedagogical Content Knowledge (TPACK) and Their Attitude Toward Technology (ATT). Presented at ISDG International Conference 2018.
3. Toward Effective EFL Teacher Education Developments Through English Teacher Associations in West Java Province (2017). Presented at ASIA TEFL.
4. Perspective on Curriculum Change (2017). Presented at Space Edu Conference.
5. Perspective on Teaching Speaking (2017) Published in Space Edu Jurnal. STKIP Pasundan.

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Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Phonetics and Phonology, 2021-Media Edukasi Indonesia

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

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2. Using ORAI application in teaching pronunciation. Indonesian EFL Journal, doi: 10.25134/ieflj.v5i2.1835.
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5. Teacher Talk In Young Learners' Classroom Interaction. EFL Journal, doi: 10.25134/ieflj.v6i1.2651.
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1. “Surviving ERT: How an online professional learning community empowered teachers during the Covid-19 school lockdown in Indonesia” dalam antologi *Emergency Remote Teaching: Voices from world language teachers and researchers*, Springer (2022).
2. “Fostering critical thinking through questioning in EFL: An Indonesian study” dalam antologi *Critical thinking in EFL*: Routledge (2020).
3. “Are English teachers the agent of cultural imperialism? An analysis study on English elementary textbooks based on

cultural imperialism theory” dalam antologi *Pendidikan holistik: Pendidikan lintas perspektif*. Kencana Prenanda Media Group (2012).

4. 4. English for Islamic Economy. The Faculty of Shari’a, UIN Syarif Hidayatullah Jakarta. Jakarta: UIN syarif Hidayatullah (2012).

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

5. 1. Critical Thinking in ELT: Indonesian Teachers’ Understanding and Practice Ten Years Down The Track dipublikasikan di *IJEE (Indonesian Journal of English Education)*, 9(1), 120-139 (2022).
6. 2.). The application of project-based learning (PBL) in teaching English for Specific Purposes (ESP) in higher education in Indonesia dipublikasikan di *TARBIYA: Journal of Education in Muslim Society*, 8(2), 155-166 <https://doi.org/10.15408/tjems.v8i2.25043> (2022).
7. 3. The quest of developing a better English training material for migrant worker candidates in Indonesia, dipublikasikan di *English Review: Journal of English Education*, 10(1), pp. 159-174. doi: <https://doi.org/10.25134/erjee.v10i1.5366>. (2021).
8. 4. The analysis of illocutionary acts used by Sherly Annavita in Indonesia Lawyers, dipublikasikan di *Journal of Language and Teaching (JOLLT)*. Vol 9 (1) <https://doi.org/10.33394/jollt.v%vi%i.3280> (2021).
9. 5. Implementation of E-Learning During a Pandemic: Potentials and Challenges, dipublikasikan di *the 8th International Conference on Cyber and IT Service Management (CITSM)*, Pangkal Pinang, Indonesia, 2020, pp. 1-5, doi: <https://10.1109/CITSM50537.2020.9268900> (2020).
10. 6. Fallacies in Social Media: A Discourse Analysis in Political Debate, dipublikasikan di *the 8th International Conference on Cyber and IT Service Management (CITSM)*, Pangkal Pinang, Indonesia, 2020, pp. 1-5, doi: <https://10.1109/CITSM50537.2020.9268821>
11. (2020).

12. 7. A Framework Strategy to Overcome Barriers in Writing for Publication, dipublikasikan di *Advances in Social Science, Education and Humanities Research*, 408, 55-59. <https://doi.org/10.2991/assehr.k.200220.010> (2020).

Informasi Lain

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Manggar, Belitung Timur
Bidang Keahlian : Teaching English as A Foreign
Language (TEFL), Gerakan
Literasi Sekolah



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

2. Guru bahasa Inggris SMAN 1 Manggar (2013-Sekarang)
3. Wakil Kepala Sekolah Bidang Humas SMAN 1 Manggar (2022-Sekarang)
4. Calon Guru Penggerak Angkatan 4 Belitung Timur (2021-Sekarang)

Riwayat Pendidikan dan Tahun Belajar

1. S2: MA (Education) Teaching English as A Foreign Language (TEFL), University of Birmingham, UK (2016)
2. S1: Pendidikan Bahasa Inggris, Universitas Bengkulu (2005)
3. Non-degree: IELSP Intensive English Program, Ohio University, USA (2009)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Just Speak Up: Berbicara Bahasa Inggris itu Mudah. (2021)
2. East Belitung, a place where you can find beaches everywhere dalam Getting around East Belitung. (2021)
3. Belajar Bahasa Inggris di Rumah di Masa Pandemi, Mungkinkah? dalam Lentera Wiyata: Percik Nyala Pemikiran Guru. (2021)
4. Grammar in Text: Mengupas Penggunaan Grammar dalam Teks Bahasa Inggris. (2020)
5. Writing in English? Why not? dalam Our Two Cents: Students' Voice about Coronavirus. (2020)
6. Membangun Kebiasaan Merdeka Belajar dalam Karyakarsa 5.0 Pendidikan di Pusaran Pandemi. (2020)
7. Menggali Lebih Dalam Teks News Item dalam Praktik Baik Pemanfaatan Media Pembelajaran dalam Konteks Pengajaran Bahasa. (2020)
8. Pendidikan Demokrasi bagi Milenial dalam Kumpulan Opini: Demokrasi di Mata Milenial. (2019)
9. Get to Know: English for Tourism. (2019)
10. English Flew Me to Ohio dalam Jejak Berbekas. (2014)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. Utilizing OWC to improve students' writing and learning engagement. (2021)
2. Exploring Students' Perception and Belief of Extensive Reading Program in Improving Reading Ability and Language Competences. (2020)
3. Improving students' reading interest and ability using 'DIARY' (Discussion, analysis of texts from ReadTheory web). (2020)
4. Promoting Literacy Skills in Indonesia: Lessons Learnt from India, Brazil, Finland and South Korea'. Project leader. (2017)
5. I am afraid of Learning English": The Interplay between Anxiety and Learning Experience on Indonesian Senior High School Students' Academic Performance. (2017)

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id
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Alamat Instansi : Jl. Diponegoro No. 48 Bandung.
Bidang Keahlian : Penggunaan Teknologi dalam
Pembelajaran Bahasa Inggris.



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. SMA Alfa Centauri Bandung 2017 – Sekarang.
2. SMA Laboratorium Percontohan UPI Bandung

Riwayat Pendidikan dan Tahun Belajar

1. Magister Pendidikan – Universitas Pendidikan Indonesia (2007 -2011).
2. Sarjana Pendidikan – Universitas Pendidikan Indonesia (2001 - 2006).

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. A miracle of room 510. Antalogi cerita Sma Alfa Centauri (Penelaah).

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. Tidak ada

Informasi Lain

1. Certified teacher on TKT Cambridge 2022.
2. Genially Ambassador 2021 – Sekarang

Nama Lengkap : Dadan, M.Pd.
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Bidang Keahlian : Creative Teaching, EFL, BIPA



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Bandung Independent School, Pengajar BIPA, 2006 s.d. sekarang.
2. Kelas Kreatif Indonesia, Founder, 2008 s.d. sekarang

Riwayat Pendidikan dan Tahun Belajar

1. Universitas Pendidikan Indonesia. S2 Administrasi Pendidikan, 2011.
2. Universitas Pendidikan Indonesia. S1 Pendidikan Bahasa Inggris, 2003.

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. “Strategi Apersepsi dalam Meningkatkan Motivasi Belajar Siswa” dalam antologi Kelas Inspiratif! (2018).
2. “Tingkatkan Motivasi Siswa melalui Game Day” dalam antologi Education Development Project 2008-2018: Kelas Kreatif (2019).
3. “Tulisan Kreatif dengan Canva”, “Google Hangouts untuk Permainan Kosakata”, “Kegiatan Menulis dengan Instagram” dalam antologi Kelas Digital: Technology Enhanced Language Learning (2019).
4. Antologi 105 Digital Tools for Interactive Learning (2020).
5. Antologi 30 Digital Tools for Assessment (2020).
6. “Tugas Presentasi Lisan (Vocaroo)” dalam antologi Kelas Kreatif dengan Smartphone! (2020).

7. “Mind Mapping!” dalam antologi Belajar itu Menyenangkan! (2020).
8. “Kegiatan Membaca Berbasis HOTS Menggunakan Insert Learning” dalam antologi Membaca itu Seru! : 46 Strategi Mengajar Interaktif (2021).
9. “Kegiatan Interaktif dengan Permainan dan Kerja Kelompok” dalam antologi Semangat Berbagi! Semangat Menginspirasi! (2021).

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. “Surviving ERT: How an Online Professional Learning Community Empowered Teachers During the Covid-19 School Lockdown in Indonesia” dalam buku Emergency Remote Teaching and Beyond: Voices from World Language Teachers and Researchers, Springer (2021).

Profil Penelaah

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11480 Indonesia
Bidang Keahlian : Reading and Literacy /
Literacy Instruction/ Reading
Comprehension/ Academic Writing



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Kepala Program Studi Sastra Inggris, Bina Nusantara University (2019 – sekarang)
2. Wakaprodi Sastra Inggris, Bina Nusantara University (2010- 2015)
3. Content Reference Specialist, Bina Nusantara University (2009 – 2010)
4. Master Trainer (Part time), British Council Indonesia (2012 – 2015)
5. ESL and BIPA Teacher, New Zeealand International School (2008 – 2009)
6. Home Room and English Teacher, Madania School (2001 – 2005)

Riwayat Pendidikan dan Tahun Belajar

1. The Ohio State University, Ohio, USA (August 2015 – May 2019)
2. Doctor of Philosophy in Reading and Literacy for Early and Middle Childhood Flinders University, South Australia, Australia (December 2007)
3. Master of Education (in Leadership and Management) Thomson Education Direct, Australian College of Journalism, Australia (December 2007)

4. Professional Editing and Proofreading IKIP Negeri Semarang (July 1999)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Rifai, I. (2005). English for year XII Students, Bogor, Indonesia: Arya Duta Publish
2. Rifai, I. (2019). *Using Process Drama Strategies to Support Students' Co-Construction of Meanings from Literary and Religious Texts: The Experience of an Islamic School in the United States* (Doctoral dissertation, The Ohio State University).

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

3. Parlindungan, F., & Rifai, I. (2022). Bilingual Literacy of an Indonesian Third Grader in Transnational Context. *World Journal of English Language*, 12(4), 1-75.
4. Akbar, R., Rifai, I., & Lee, J. (2021, October). Ways with Words: Exploring Children Author's Voices in Indonesia's Children Book Series (KKPK). In *1st UMGESHIC International Seminar on Health, Social Science and Humanities (UMGESHIC-ISHSSH 2020)* (pp. 156-165). Atlantis Press.
5. Rifai, I., Kariko, A. A. T., & Dewi, U. P. (2021, October). In the Loop of Meaning Making: Exploring the Impacts of Drama Strategies to Students' Reading Comprehension. In *1st UMGESHIC International Seminar on Health, Social Science and Humanities (UMGESHIC-ISHSSH 2020)* (pp. 146-155). Atlantis Press.
6. Suryadi, P., & Rifai, I. (2021, October). How Complex are Indonesia's Senior High School Textbooks? A View for College Readiness. In *1st UMGESHIC International Seminar on Health, Social Science and Humanities (UMGESHIC-ISHSSH 2020)* (pp. 166-176). Atlantis Press.
7. Rifai, I., Setiadi, C. J., Renaldo, J., & Andreani, W. (2021, April). Toward society 5.0: Indonesia and Japan on the 21st century literacy skills. In *IOP Conference Series: Earth and Environmental Science* (Vol. 729, No. 1, p. 012102). IOP Publishing.

8. Komala, A. S., & Rifai, I. (2021). The impacts of the cherry orchard video game on players' reading comprehension. *Procedia Computer Science*, 179, 368-374.
9. Parlindungan, F., Rifai, I., & Sandy, F. (2020). Understanding the reading process: Insights from a second grade English language learner. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 5(1), 1-15.
10. Rifai, I., & Sandy, F. (2019). Faith, Love, and Literacy Practices: The Teaching and Learning of Qur'an and Arabic Language of Multicultural Muslims in a Single Sex Class. *International Journal of Education, Language, and Religion*, 1(1), 32-42.
11. Rifai, I. (2019). Using Process Drama Strategies to Support Students? Co-construction of Meanings from Literary and Religious Texts: The Experience of an Islamic School in the United States. *The Ohio State University*.
12. Parlindungan, F., Rifai, I., Safriani, A. (2018). The representation of Indonesian cultural diversity in middle school English textbooks. *Indonesian Journal of Applied Linguistics*, 8(2), 289-302.
13. Pradipto, Y.D., Anggoro, W.J., Rumeser, J.A.A., Setyorini, A., Rifai, I. (In press). The roles of authentic leadership styles, self-efficacy, and employees' silence on organizational commitment in Bina Nusantara University. *Educational Psychology Journal*.
14. Simanjuntak, R. R., Dewi, U. P., & Rifai, I. (2018). Gender-related model for mobile-
15. based learning. In *IOP Conference Series: Earth and Environmental Science* (Vol. 126, No.1, p. 012060). IOP Publishing.
16. Dewi, I.I., Suprato, D., Rifai, I. (2016). The use of online speech recognition technology to assess the speaking and writing competency of EFL Students in the English test preparation classes. *Advanced Science Letters*, 22, 1299-1302.

Informasi Lainnya/Pelatihan yang pernah diikuti (10 Tahun Terakhir)

1. Trainer for Asia Education Foundation, 2019 – 2020 on collaboration and digital literacy needed in the 21st century teaching.
2. Trainer of Kids Read program for elementary school teachers at Mampang Prapatan 01 elementary school, Jakarta, 10 -12 February 2015.
3. Trainer of Kids Read program for elementary school teachers at SDN Karet 01, Jakarta, 13-15 January 2015.
4. Material Developer for Kids Read program: Using storytelling to increase students' reading interest and improve their skills. Jakarta, December 27, 2014.
5. Material Developer for integrating nature and environment issues in English classrooms, Jakarta, May 20 - 25, 2013.

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Kajian Terjemahan



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Penerjemah Profesional Lepas
2. Jurubahasa (Interpreter) Profesional Lepas
3. Dosen Program Studi Sastra Inggris, Fakultas Ilmu Budaya, Universitas Padjadjaran

Riwayat Pendidikan dan Tahun Belajar

1. 1995: Lulus Program S1, Program Sastra Inggris, Fakultas Sastra, Universitas Padjadjaran
2. 2008: Lulus Program S2, Program Ilmu Susastra, Fakultas Ilmu Budaya, Universitas Indonesia
3. 2017: Program S3, Ilmu Susastra, Fakultas Ilmu Budaya, Universitas Padjadjaran

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Bersama Widyonugrahanto dan Lestari Manggong, 2018, *Sejarah Kebudayaan dan Kesusastraan Inggris*. Unpad Pers. Jatinangor

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. 2017: “Menghilirkan Wacana Identitas, Ras Afrika-Amerika, dan Homoseksualitas” dalam buku *James Baldwin: Identitas dan Kritik Sosial*. Tisna Prabasmoro. Balatin Pratama, Bandung.
2. Bersama Tisna Prabasmoro: “Ras dan Homoseksualitas: Gagasan James Baldwin dalam Another Country. Jurnal Metahumaniora.

3. 2019. Bersama Tisna Prabasmoro dan Teddi Muhtaddin: "Black Panther: Identity, Afrofuturism, and Representation of Superheroes", *Pertanika Journal of Social Sciences & Humanities*. 27(4).
4. 2020. Bersama Aquarini Priyatna. Subjektivitas Perempuan dalam *Hair Jewellery* Karya Margaret Atwood dan *The Blush* Karya Elizabeth Taylor (*Female Subjectivity in Two Short Stories by Margaret Atwood and Elizabeth Taylor*). *Jurnal Aksara*. 32(2).
5. 2021. Bersama Trisna Gumilar, Mega Subekti, Baban Banita. "Membaca Sastra, Menyoal Realitas Politik pada Tahun 2005 melalui Cerpen *Rokok Mbah Gimun* Karya F. Rahardi". *Jurna Metahumaniora*. 11(3).
6. 2022. Terjemahan: Bersama Taufiq Hanafi, Bima Bayusena, Erlina. *Merah Putih Over the Top of the World*. Rumah Nusantara & Wanadri

Profil Editor

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Bidang Keahlian : English Teacher



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Stamford School Bandung
2. Mentari Intercultural School

Riwayat Pendidikan dan Tahun Belajar

1. St. Theresa's College 1998 to 2002
2. St. Theresa's College 2002 to 2003

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Tidak ada

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. Tidak ada

Profil Ilustrator

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Instansi : Freelance Digital Artist
Alamat Instansi : Perum Bumi Indah Tahap 2
Bidang Keahlian : Ilustrasi, Komik, dan Desain Grafis



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Freelancer Digital Artist (2019 – Sekarang)
2. Desainer Grafis (2019 - Sekarang)
3. Finalisasi Naskah Komik Pembelajaran Tahun 2019 – sebagai PEMBAHAS (2020)

Riwayat Pendidikan dan Tahun Belajar

1. SD Negeri Sukamantri 1 2007 – 2013
2. SMP Negeri 2 Pasar kemis 2013 – 2016
3. SMA Negeri 24 Kabupaten Tangerang 2016 – 2019 (Jurusan MIPA)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Buku Panduan Guru Pendidikan Khusus Bagi Peserta Didik Autis Disertai Hambatan Intelektual untuk SDLB, SMPLB, dan SMALB (2022)
2. Semut dan Kacang Hijau - Buku Terjemahan Cerita Anak (2021)
3. Singa Selalu Pemberani - Buku Terjemahan Cerita Anak (2021)
4. Tikus dan Tetikus - Buku Terjemahan Cerita Anak (2021)
5. Gerak dan Gaya – Komik Pembelajaran Ilmu Pengetahuan Alam Untuk SD/MI Kelas IV (Cetakan 1 – 2019, Cetakan 2 - 2021)

Profil Desainer

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Alamat Instansi : Jl. Permai 24 No. 9 Desa
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Margaasih, Kab. Bandung
Alamat : Kopo, Bandung
Bidang Keahlian : Desain Grafis, UI/UX Design



Riwayat Pekerjaan/Profesi dalam (10 Tahun Terakhir)

1. Project Design Manager Pusat Kurikulum dan Pembelajaran (2021 – Sekarang)
2. Koordinator tim pengolah naskah Modul Belajar Literasi dan Numerasi Jenjang SD Program Pembelajaran Jarak Jauh (2020-2021)
3. Staf pada Pusat Analisis dan Sinkronisasi Kebijakan (PASKA) Kemendikbud (2019-2020)
4. Staf pada Staf Ahli Mendikbud bidang pembangunan karakter (2018-2019)
5. Multimedia Designer di Cita Rasa Prima Indonesia Berjaya (2016-2018)
6. Intern Junior Art Director di Syafa'at Marcomm (2014)

Riwayat Pendidikan Tinggi dan Tahun Belajar

1. S1: Desain Komunikasi Visual, Institut Teknologi Nasional Bandung (2011-2016)

Judul Buku dan Tahun Terbit (10 Tahun terakhir)

1. Dicky Susanto dkk (2021), Matematika untuk SMP/MTs Kelas VII, Kemdikbud, Jakarta.
2. Dicky Susanto dkk (2021), Matematika untuk SMA/SMK Kelas X, Kemdikbud, Jakarta.
3. Dicky Susanto dkk (2021), Buku Panduan Guru Matematika untuk SMA/SMK Kelas X, Kemdikbud, Jakarta.
4. Direktorat SMP (2021), Inspirasi Pembelajaran yang Memperkuat Numerasi Pada Mata Pelajaran Matematika untuk Jenjang Sekolah Menengah Pertama, Modul, Kemdikbud, Jakarta
5. Direktorat SMP (2021), Inspirasi Pembelajaran yang Memperkuat Numerasi Pada Mata Pelajaran IPA, IPS, PJOK, dan Seni Budaya untuk Jenjang Sekolah Menengah Pertama, Modul, Kemdikbud, Jakarta
6. Direktorat Pembinaan PAUD (2021), Panduan Pendampingan Implementasi Program Sekolah Penggerak Pendidikan Anak Usia Dini.
7. Direktorat Pembinaan PAUD (2021), Panduan Advokasi Pelaksanaan Program Sekolah Penggerak Jenjang Pendidikan Anak Usia Dini bagi Dinas Pendidikan.
8. Direktorat Pembinaan PAUD (2021), Panduan Praktis Program Sekolah Penggerak bagi satuan PAUD
9. Direktorat Pembinaan PAUD (2021), Tanya Jawab Seputar Program Sekolah Penggerak Pendidikan Anak Usia Dini
10. Pusmenjar (2020), Modul Belajar Literasi dan Numerasi Jenjang SD Program Pembelajaran Jarak Jauh: Modul Belajar Siswa Kelas 1 Tema 1-9 Subtema 1, Modul, Kemdikbud, Jakarta.
11. Pusmenjar (2020), Modul Belajar Literasi dan Numerasi Jenjang SD Program Pembelajaran Jarak Jauh: Modul Pendamping Bagi Guru Kelas 1 Tema 1-9 Subtema 1, Modul, Kemdikbud, Jakarta.
12. Pusmenjar (2020), Modul Belajar Literasi dan Numerasi Jenjang SD Program Pembelajaran Jarak Jauh: Modul Pendamping Bagi Orang Tua Kelas 1 Tema 1-9 Subtema 1, Modul, Kemdikbud, Jakarta.