

LAMPIRAN

MATERI AKADEMIK

Topic 1

- Review of Basic English Structure
- English Question Words
- Basic Expressions in Mathematics calculation (1)

Review of Basic English Structure

English Question Words

Question words are used to ask about specific qualities, times, places, people, etc. They are different from yes / no questions (Do you live in France?). This chart provides question words, the use and example sentences. Study the question words, understand the uses and then look at the examples. Try to think of a few examples of your own. At the end, take the on the next page testing question words.

Who

Use: Asking about people

Examples:

Who do you like?

Who studies Russian?

What

Use: Asking about things or activities

Examples:

What does he do at weekends?

What is that?

What kind of / type of

Use: Asking about specific things or characteristics

Examples:

What type of car do you drive?

What kind of person is he?

What time

Use: Asking for a specific time

Examples:

What time is it?

What time does the show begin?

What ... like

Use: Asking about characteristics

Examples:

What was the weather like?

What is Mary like?

When

Use: Asking about general or specific times

Examples:

When do you like going out?

When does the bus leave?

Where

Use: Asking about places

Examples:

Where do you live?

Where did you go on vacation?

How

Use: Combined with many words to ask questions about specific characteristics, qualities, quantities, etc. For example: How much (price, quantity), How long (length), How often (frequency)

Examples:

How often do you go to the movies?

How long was the film? How much does it cost?

Which

Use: Asking to specify a thing or person from a number of things or people

Examples:

Which book did you buy?

Which boy won the race?

References:

http://esl.about.com/library/vocabulary/bl_commonphrases.htm

<http://www.weberberg.de/skool/essential-phrases.html>

BASIC EXPRESSIONS IN MATHEMATICS CALCULATION (1):

Write down the English expressions for the following mathematics terms:

No.	Indonesia	English
1.	Penambahan	<i>Summation, addition</i>
2.	Tambah	<i>Add, plus</i>
3.	Pengurangan	<i>Subtraction</i>
4.	Kurang	<i>Subtract, minus</i>
5.	Perkalian	<i>multiplication</i>
6.	Kali	<i>Multiply, times</i>
7.	Pembagian	<i>Division</i>
8.	Bagi	<i>Divided by</i>
9.	Pangkat	<i>Power</i>
10.	Akar	<i>root</i>
11.	8y	<i>Eight way</i>
12.	$\frac{16}{y}$	<i>Sixteen over way, sixteen divided by</i>
13.	$4 + s$	<i>Four plus s</i>
14.	$9 - x$	<i>Nine minus ex</i>
15.	4^6	<i>Four to the sixth power</i>
	what is 4?	<i>Base</i>
	What is 6?	<i>Exponent</i>
16.	4^2	<i>Foursquare</i>
17.	5^3	<i>Five cubed</i>
18.	Logaritma	<i>logarithm</i>
19.	Akar-pangkat	<i>Square root</i>
20.	Bentuk	<i>Shape</i>
21.	Fungsi	<i>function</i>

Topic 2

- Basic Expressions in Mathematics calculation (2)
- Introduction to Teaching Skills
- Classroom Language for Induction

BASIC EXPRESSIONS IN MATHEMATICS CALCULATION (2):

Write down the English expressions for the following mathematics terms:

No.	Indonesia	English
1.	Persamaan	<i>Equation</i>
2.	Sama dengan (=)	<i>Equal</i>
3.	< -5 < -4	<i>Less than</i> <i>minus five is less than minus four</i>
4.	≤	<i>Is Less than or equal</i>
5.	≥	<i>Is greater than or equal</i>
6.	> -4 > -5	<i>greater than</i> <i>minus four is greater than minus five</i> <i>minus four is to the right of minus five</i>
7.	Berbagai cara membaca penambahan:	
	$6 + x$	<i>Six plus x</i>
	$y + 8$	<i>The sum of y and 8</i>
	$n + 5$	<i>Five more than n</i>
	$x+7$	<i>x is added by seven</i> <i>x increased by seven</i>
8.	Berbagai cara membaca pengurangan:	
	$5 - y$	<i>Five minus y</i>
	$x - 4$	<i>Four less than x</i>
	$7 - n$	<i>The difference of seven and n</i>
	$n - 9$	<i>n decreased by nine</i>
9.	Berbagai cara membaca perkalian	
	$9x$	<i>Nine times x / Nine x</i>
	$10n$	<i>ten multiplied by n</i>
	$3y$	<i>The product of 3 and y</i>
10.	Berbagai cara membaca pembagian:	
	$n/4$	<i>N divided by four</i> <i>n over four</i>
	$7/x$	<i>The quotient of 7 and x</i>
11.	Bilangan bulat	<i>Integer</i>
12.	Bilangan negatif	<i>Negative number</i>
13.	Bilangan positif	<i>Positive number</i>

Teaching skills

Teachers need to master 4 teaching skills, namely set induction, stimulus and variation, questioning and reinforcement, and set closure skills.

Format of the learning-teaching activity

Set induction : greeting, reference to past, relevance to new, present objective

Main teaching activity : describing & explaining, discussing, questioning & answering, evaluating, etc.

Set closure : conclusion, reference to new, assignments, closure

Set induction

Main purpose: to create an atmosphere in such a way that the students' interest will be set upon the subject or topic they are going to learn; to mentally prepare the students for a suitable and encouraging learning-teaching situation, through 4 points of importance, namely greetings, reference to past learning, relevance between the previously-learned subject and the new one, introduction of the objective of the new subject/topic.

Greetings: the teacher greets the students the time he comes into the classroom in such a way that the students will get the feelings of warmth and intimacy.

Reference to past learning: the teacher here reviews last week's previously-taught subject so as to see the students' achievement of it.

Relevance between the previously-learned subject and the new one:

The teacher shows the relation between the subject/topic he taught previously/the week before and the new subject/topic he is going to teach; This is to show the students the continuation of the teacher's program and to make it easy for the students, to understand the new subject through its association with their past learning.

Introduction of the objective of the new subject/topic:

The teacher, briefly and clearly, describes the objective of the new learning-teaching activity so as to suit the teacher's expectation and what the students want to achieve at the end of the activity.

Classroom language

Classroom language is the kind of language (expressions and phrases) necessary to communicate in the classroom without having to use the student's mother tongue. The expressions and phrases are used in real, contextual situations in the classroom such as to begin and end the lessons, to communicate information, to give instructions, to manage classroom, or to comment on some spontaneous situations. *"Open your books at page 8, please"* is an example of teacher's instruction, asking students to open their textbooks.

Classroom Language

Set Induction or The Beginning of the Lesson

The following are lists of expressions usually used in the classroom to begin a lesson. Study the expressions and ask the facilitators if you do not understand.

1. Greetings

- Good morning/afternoon/evening, everybody.
- Hello, everyone.
- Hello there, Dian.

2. Asking students' condition

- How are you today, Edo?
- How are you getting on?
- How's life?
- How are things with you, Jose?
- Are you feeling better today, Wendy?

3. Introductions (for the first meeting)

- My name is Mr/Mrs/Ms Ketu. I'm your new Computer teacher.
- I'll be teaching you English this year.
- I've got five lessons with you (each week).

4. Time to begin

- Let's begin our lesson now.
- Is everybody ready to start?
- I hope you are all ready for your lesson.
- I think we can start now.
- Now we can get down to work.
- Now, let's start today's lesson.
- Today we will be going to (blah, blah, blah).
- Now, let's begin today's lesson.

5. Waiting to start

- I'm waiting for you to be quiet.
- We won't start until everyone is quiet.
- Stop talking and be quiet.
- Settle down now so we can start.

6. Register

- Who is absent today?

- Who isn't here today?
- What's the matter with Riski today?
- What's wrong with Jim today?
- Why were you absent last Friday, Nina?
- Do you feel better today?
- Are you better now?
- Have you been ill?
- What was the matter?

7. Giving sympathy

- I am sorry to hear that.
- I hope you will get well soon.

8. Reviewing the previous materials or Brainstorming the new materials

- What **did** you remember about our last week materials?
- What do you know about ...?
- Do you know what ... means?
- Have you ever heard about ...?

9. Stating the objectives of the course meeting

- The objective of today's lesson is ...
- The purpose of this lesson is ...

10. Asking the late comers

- Excuse me, can I talk to you for a minute?
- Where have you been?
- We started ten minutes ago. What have you been doing?
- Did you miss your bus?
- Did you oversleep?
- Don't let it happen again.

Topic 3

- Basic Expressions in Mathematics calculation (3)
- Classroom Language for Delivery and Stimulus Variation
- Review of Basic English Sentences: Making Sentences 1

BASIC EXPRESSIONS IN MATHEMATICS CALCULATION (3):

Write down the English expressions for the following mathematics terms:

No.	Indonesia	English
1.	Jumlah	
2.	Selisih	
3.	Hasil kali	
4.	Hasil bagi	
5.	Angka Pecahan	
6.	$\frac{3}{4}$ 3 → 4 →	
7.	Desimal	
8.	Persentase	
9.	28%	
10.	10.3	
11.	4/9	
	1/2	
	1/3	
	1/4	
	1 2/3	
	9/13	
12.	104	
	263	
13.	1,623,457	
14.	$2x + 3y - z = \underline{3z}$	
15.	$6 \times 7 = 42$	
16.	≠	
17.	-3	
18.	...	
19.	≈	
20.	±	
21.	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$	

Classroom Language for Delivery and Stimulus Variation

Main Purpose:

It is the teacher's skills to stimulate the students, increase their active participation, enthusiasm and spirit of study, to avoid boredom and apatism

A. Teacher Movement

The teacher's overall physical movement with the purpose of covering the whole class and creating better and more intimate atmosphere in the teacher-student interrelationship

How?

Usually, I move around the class when students do the exercise. I observe what they do with their computer and give some comments or answer their questions.

B. Teacher Gesture

The teacher's gestures - the teacher's body movements - which communicate certain meaningful ideas to the students.

How?

C. Teacher Voice

How?

Our voice should be loud enough for whole class

D. Teacher Silence.

How?

Teacher should be keep silence after explaining and give students the moment to absorb the knowledge.

Teacher keeps silence after give the question to whole class or to person so they can understand what the meaning is.

E. Interaction Style

There are three interaction styles worth noticing, use them invariably at the right time and situations; do not stick to one style only all the time;

1) *Teacher-Students Interaction Style*

The teacher has- a dialogue with the whole class, communicates to the students as a whole, not to individual students;

2) *Teacher-Student Interaction Style*

The teacher has a dialogue with a certain student, communicates the students as individuals;

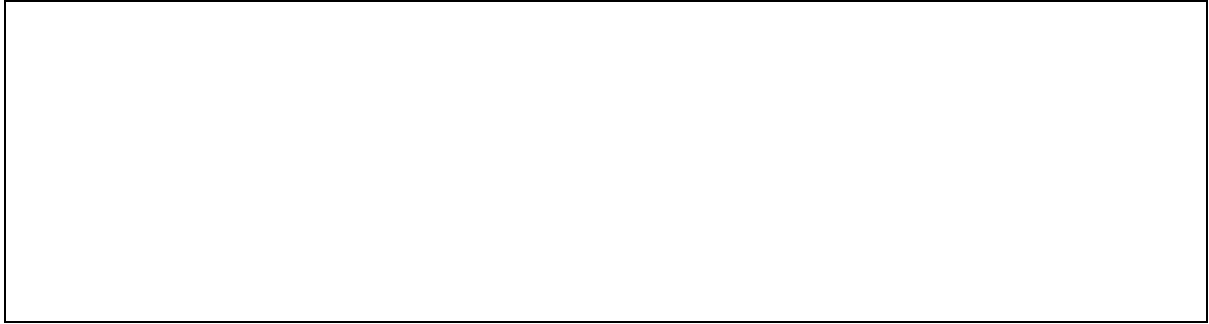
3) *Students-Students Interaction Style*

The teacher is not involved in the students' activities; functioning as an observer, he lets the students discuss in groups;

F. Eye Contact & Movement

As part of teacher gestures, eye contact and movement is stressed on the controlling interaction between the teacher and the students through emotional expressions

How ?



G. Focussing

1) Verbal Focusing

2) Gestural Focusing

Examples:



3)Switching Sensory Channel

Please give examples:

Topic 4

- Basic Expressions in Mathematics calculation (4)
- Classroom Language for Questioning and reinforcement skill
- Review of Basic English Sentences: Making questions 1

BASIC EXPRESSIONS IN MATHEMATICS CALCULATION (4):

Write down the English expressions for the following mathematics terms:

NO	Indonesia	English
1.	Bilangan prima	<i>Prime number</i>
2.	$3x \rightarrow$ $3 \rightarrow$ $x \rightarrow$	<i>Coefficient</i> <i>Variable</i>
3.	Kumpulan angka, variable dan operasi matematika (misal $3x, 4 + s$)	<i>Variable expression</i>
4.	Hitung atau cari pemecahan variable	<i>Evaluate</i>
5.	Urutan penghitungan: dari kiri ke kanan	<i>Order/ sequence of operation from left to right</i>
6.	$4^6 = 4.4.4.4.4.4 \rightarrow$	<i>Four to the power of sixth is equal six factors of 4</i>
7.	()	<i>Brackets, parenthesis</i>
Membaca dan menyelesaikan		<i>Reading and finding solutions of the problems</i>
8.	$y=2, 8y=?$ $8y=8(2)$ $=16$ $y=2$ $y+3 \rightarrow$	<i>Evaluate the expression $8y$ when y is 2</i> <i>Substitute 2 for y, we get 16</i> <i>(simplify, then we have 16)</i>
9.	$x=5, x^3=?$	<i>Valuate x cubed when x is equal to 5</i> <i>Substitute 5 for x, five factors of 3, multiply 5 for three times</i>
10.	$a=1, b=2, (a+b)^2 = ?$ $(a+b)^2 = (1+2)^2$ $= 3^2$ $= 3.3$ $= 9$	<i>Evaluate $a+b$, all of them are squared when a is 1 and b is 2</i> <i>Substitute 1 for a and 2 for b, add within parenthesis and write the factors, multiply, we get 9</i>
11.	$x=4, 3x^2+1=?$ $3x^2+1=3.4^2+1$ $=3.16 +1$	<i>Evaluate $3x$ squared plus one when x is 4</i> <i>Substitute 4 for x, evaluate power, simplify 3 times 16</i> <i>(evaluate product)</i>

Classroom Language for Questioning and Reinforcement Skill

a. REINFORCEMENT OF STUDENT PARTICIPATION

Main Purpose:

To help the teacher show a positive feedback to the students, or to help communicate the teacher's approvals/disapprovals towards the students, resulting in the students' feeling reinforced to participate more actively and better in the teacher's teaching-learning interaction

VERBAL REINFORCEMENT :

Good!, Yes, that's right!, Excellent, Mmmmmml, You're right!, Great!, Come on!, etc.

NON-VERBAL REINFORCEMENT :

nodding, smiling, sharp gazing, showing up one's thumb, widening eyes, etc. r

b. QUESTIONING SKILLS

Main Purpose:

1. To increase the students' participation in their teaching-learning interaction;
2. To arouse the students' interest and their curiosity in the topic they are
3. to develop the students' active way of thinking and learning;
4. to guide the students in the process of finding a good and correct answer;
5. To help the students concentrate on the topic under discussion;

TYPES OF QUESTIONS

QUESTIONS SEEN FROM THEIR PURPOSES

1. COMPLIANCE QUESTIONS/PERTANYAAN PERMINTAAN

Examples :

Could you open the door, please?
Do you mind standing for a while?

2. RHETORICAL QUESTIONS/PERTANYAAN RETORIKAL

Example:

"Why is swimming important?", the teacher asks, "Because it is good for our health." the teacher answers.

3. PROMPTING QUESTIONS/PERTANYAAN PENUNTUN

Example:

"Do you know what a tortoise is?"

"OK, what animal lives in the sea beside fish?"

"Don't you know this animal always goes to the seashore to lay eggs?" "Do you understand this animal buries the eggs under the sand?"

4. PROBING QUESTIONS/PERTANYAAN PENGGALI

Example:

"What is the difference between a turtle and a tortoise?" "Can you explain the difference in details?"

"What about the ways they lay eggs? Is there any difference?" "And how about their ways of swimming?"

etc.

QUESTIONS SEEN FROM THEIR USES (BLOOMS TAXONOMY)

1. RECALL/KNOWLEDGE QUESTIONS/PERTANYAAN INGATAN

Example:

"Who is the second president of Indonesia?"

"What is the name of the capital city of Indonesia?"

2. COMPREHENSION QUESTIONS/PERTANYAAN PEMAHAMAN

Example:

"Can you explain the difference between 'supper' and 'dinner'?"

"Why is Yogyakarta called Daerah Istimewa Yogyakarta?"

3. APPLICATION QUESTIONS/PERTANYAAN PENERAPAN

Example: "Can you make a sentence showing one's habitual action?"

4. ANALYSIS QUESTIONS/PERTANYAAN ANALISA

Example: "Why is the sentence, 'I and John have gone to Jakarta yesterday.' wrong?"

5. SYNTHESIS QUESTIONS/PERTANYAAN SINTESA

Example:

"Seeing the increase of the value of dollars upon rupiahs in the present days, do you think the Indonesia government will devaluate their rupiah value upon dollars?"

6. EVALUATION QUESTIONS/PERTANYAAN MENILAI

Example: Do you think it is wise enough to increase the school fee in such a situation?"

QUESTIONS BASED ON THEIR SCOPES

1. NARROW QUESTIONS/PERTANYAAN MENYEMPIT

1.a. DIRECT NARROW QUESTIONS/LANGSUNG

Example: "When did Indonesia declare its independence?"

1.b. CENTERED NARROW QUESTIONS/MEMUSAT

Example: "What are the difference between the 'simple present tense' and the 'simple past tense'?"

2. BROAD QUESTIONS/PERTANYAAN WIDELUAS

2.a. OPEN-ENDED QUESTIONS/TERBUICA

Example: "What would you do if you became the president of Indonesia?" "How would you solve the problem of poverty in Yogyakarta?"

2.b. VALUEING QUESTIONS/ANILAI

Example: "What is your opinion about the results of PSSI in SEA Games VIII?" "What do you think about John, our new manager?"

FACTORS IMPORTANT IN QUESTIONING SKILLS

- 1. Clarity and Relevance**
- 2. speed and daises**
- 3. di\$tribution of questions**
- 4. relhforcernerht techniques**
- 5. prompting and probing**

Classroom Language (3)

Some examples of languages used to ask questioning

Asking questions	Responding to questions
<ul style="list-style-type: none"> • Where's <i>Dewa</i>? • Tell me where <i>Dewa</i> is. • What was the shape of "circle" like? • What do you think?] • How can you tell? • Jack, how can you explain the solution of the problem? • Can you explain the difference between the two functions? • What is your opinion about this equation? • Do <u>you mind</u> standing in front of the board for a while to explain your answer? 	<ul style="list-style-type: none"> • Yes, that's right. • Fine. • Almost. Try again. • What about this word?

The Language of Error Correction (Reinforcement skill)

Here are some phrases that can be used when giving feedback to students:

Very good	You did a great job.	Right
That's very good	Magnificent	Yes
Well done	Terrific	Fine
Very fine	Wow!	Quite right
That's nice	Jolly Good	That's right.
I like that	Great stuff	That's it.
Marvellous	Fantastic	That's 'Correct.
		That's quite right.
		Yes, You've got it
		You've got the idea.
It depends	• Not really	• You were almost right
It might be, I suppose	• Unfortunately not	• That's almost right
In a way, perhaps	• I'm afraid that's not quite	• You're halfway there

Sort of yes	right	• You're almost got it
That's more like it	› You can't say that, I'm	• You're on the right lines
That's much better	afraid.	• There's no need to rush
That's a lot better	› You can't use that word here	• There's no hurry
You've improved a lot	› Good try but not quite right.	• We have plenty of time
	› Have another try	• Go on. Have a try
	› Not quite right. Try again.	• Have a go
	› Not exactly	• Have a guess

- There's nothing wrong with your
- What you said was perfectly all
- You didn't make a single mistake.
- That's exactly the point.
- That's just what I was looking for.
- You have good pronunciation.
- Your pronunciation is very good.
- You are communicating well.
- You speak very fluently.
- You have made a lot of progress.
- Don't worry about your
- Don't worry about your spelling.
- Don't worry, it'll improve
- Maybe this will help you
- Do you want a clue (hint)?
- You still have some trouble with pronunciation.
- You need more practice with these
- You'll have to spend some time practising this.
- You're getting better at it all the time.
- You've improved no end.

Topic 5

- Basic Expressions in Mathematics calculation (5)
- Classroom Language for Set Closure, Spontaneous Situations and Exam
- Review of Basic English Sentences: Making Sentences 2

BASIC EXPRESSIONS IN MATHEMATICS CALCULATION (5):

Write down the English expressions for the following mathematics terms:

No.	Indonesia	English
1.	$\sqrt{\quad}$	
	$\sqrt[3]{\quad}$	
	$\sqrt[n]{\quad}$	
2.	$5x$ dan $3x$ →	like terms
	Sx dan $3x^2$ →	not like terms
3.	Bujur sangkar	
4.	Jajaran genjang	
5.	Persegi panjang	
6.	Segitiga	
7.	Lingkaran •	
8.	Belah ketupat	
9.	Trapesium	
10.	Laying-layang	
11.	Kubus	
12.	Silinder	
13.	Bola	
14.	Kerucut	
15.	Piramida segitiga	
16.	Piramida segiempat	
17.	Teori pitagoras	
18.	Kaki (segitiga)	
19.	Alas kaki	
20.	Segitiga sama sisi	
21.	Segitiga sama kaki	
22.	Segitiga siku-siku	
23.	Limas	
24.	Prisma	
25.	Balok	

26.	Kerucut Terpancung	
27.	Segi n	

Set Closure

Purpose: To end the learning-teaching activity and prepare the students for a new subject of learning and/or for an assignment for the next learning-teaching activity.

How to do set closure?

1. CONCLUDING REMARKS: conclude what the students have learned to make them understand the main points of the discussion and to arouse the students' interest for further study.
2. REFERENCE TO THE SUBJECT/TOPIC: introduce the new topic in relation to the previously learned topic to prepare the students for the new topic.
3. ASSIGNMENTS: relevant assignments on previous or new topic are given.
4. CLOSING: close the lesson by saying goodbye in such a way that the students will have the sense of achievement.

Task 7 Classroom Language: set closure

In pairs, discuss and write down all the expressions or phrases you can think of which you might need to use in the classroom to end the lesson. write them in Indonesian language in the left column and in English in the right column. Then, present the result of your discussion to class.

No.	Indonesian	English

The End of the Lesson

1. Concluding Remarks

- To conclude today we learned basic calculations in arithmetic.
- So, ... and this is the conclusion of our lesson today.
- Daniel, what have we learned today?

2. Reference to the new topic:

- After you know about integers, next week we will see fractions.
- After understanding "function", we will observe similar concept next week, namely "function" with limited value of

3. Assignment

- This is your homework for tonight.
- Do exercise 10 on page 23 for your homework.
- Prepare the next chapter for Monday. Read Chapter 15 on page 102.
- There is no homework tonight.
- Remember your homework.
- Take a worksheet as you leave.
- Exercise 15 is your next assignment. Do it.

4. Closing:

- Goodbye, everyone.
- See you again next Wednesday.
- See you tomorrow afternoon.
- See you in room 7 after the break.
- Have a good holiday.
- Enjoy your vacation.
- We'll do the rest of this chapter next time.
- We'll finish this exercise next lesson.
- We've run out of time, so we'll continue next lesson.
- We'll continue this chapter next Monday.

Some other expressions that can be used in ending the lesson:

Time to stop

- It's almost time to stop.
- I'm afraid it's time to finish now.
- We'll have to stop here.
 - There's the bell. Its time to stop.
 - That's all for today. You can go now.

Not time to stop

- The bell hasn't gone yet.
- There are still two minutes to go.
- We still have a couple of minutes left.
- The lesson doesn't finish till five.
- Your watch must be fast.
- We seem to have finished early.
- We have an extra five minutes.
- Sit quietly until the bell goes.

Wait a Minute

- Hang on a moment.
- Just hold on a moment.
- Stay where you are for a Moment.
- Just a moment, please.
- One more thing before you go.
- Back to your places.

Classroom Language

Language of spontaneous situations

If we use English in spontaneous situations:

- We relate the target language to the learner's immediate environment;
- We take advantage of spontaneous situations to use the target language;
- We exploit contexts which are not directly linked to the syllabus (language in use).

Here some common situations in which spontaneous English can be used:

Happy birthday!
Many happy returns (of the day).
Dad has his/her 12th birthday today.
Kevin is eleven today. Let's Sing "Happy Birthday".

I hope you all have a good holiday.
Happy New Year!
All the best for to New Year.

Best of luck.
Good luck.
I hope you pass.

Never mind
Better luck next time.

Congratulations!
Well done

I'm sorry (about that)
Sorry, that was my fault
I'm terribly sorry

Excuse me for a moment
I'll be back for a moment
Carry on with thr exercise while I'm away
I've got to go next door for a moment

Excuse me
Could I get past please?
You're blocking the way
I can't get past you
Get out of the way, please

I'm afraid I can't speak any louder
I seem to be losing my voice
I have a sore throat
I have headache
I'm feelling under the weather
Do you mind if I sit down?

Classroom Language

Expressions used in exam:

Opening:

Good morning. Is it right that this is algebra 1 exam with Ibu Kus?

We will start the exam now. Put everything away from your desk, except your pen, pencil, correction pen, calculator, ruler, and eraser. Don't forget to prepare the examination card.

I will distribute the question sheets and answer sheets.

You have minutes to do the test. No cooperation, in any forms, is tolerated.

Please sign the attendance list twice. You can start doing the exam now. Your time is from now.

You still have 5 minutes.

5 More minutes (5 menit lagi) Vs 5 minutes more (tambahan waktu 5 menit lagi)

Ok, stop writing. Please leave the room quietly and leave your work on the desk. I will collect them. And submit your Work.

Relative clause

Klausa ini tidak bisa berdiri sendiri karena selalu butuh induk klausa. Fungsinya adalah untuk menjelaskan suatu frase dalam bentuk klausa.

Examples:

1. The girl talks a lot in my class. She is sitting in the last row. The girl who is sitting in the last row talks a lot in my class. The girl that is sitting in the last row talks a lot in my class. The girl sitting in the last row talks a lot in my class.
2. The students are still confused about the logarithm problems. We discussed them last week. The students are still confused about the logarithm problems which we discussed last week. The students are still confused about the logarithm problems that we discussed last week. The students are still confused about the logarithm problems we discussed last week.

Noun clause

Klausa ini berfungsi untuk menggantikan frase.

Examples:

Let us discuss it.

How can we use a copy statement?

Let us discuss how we can use a copy statement.

Exercise:

Translate the following sentences:

1. Tolong jelaskan bagaimana kamu bisa mendapatkan jawaban pertanyaan itu
2. Mahasiswa yang baru saja datang silakan maju ke depan.
3. Bisakah dijelaskan factor apa saja yang perlu kita perhatikan dalam menggambarkan bangun ini.
4. Soal latihan mana yang menurut kalian perlu kita bahas bersama?

Quiz-1

Name:

A. Make questions from the following sentences based on the answer which is shown by the underlined.

1. Automobiles and trains had not yet been invented.
2. Horse-drawn vehicles traveled on unpaved roads.
3. Many changes have occurred in the last two hundred years.
4. The invention of machines has brought most of We changes.
5. You should think of the days of George Washington.

II. Translate the following calculations and sentences.

1. $\frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

2. $2x + 3y - z = 3z/4x$

3. $5 - y$

3. Guru memintasiswa untuk menggambar 5 lingkaran dengan berbeda bentuk.

4. Guru meminta siswa untuk mengukur diameter masing-masing lingkaran,

5. Selesaikan masalah ini:

$x = 4$ $2x^3 + 2$

C. Write a complete mini lesson of a certain topic from the opening, the whilst activities, and the closing

Topic 6

- Basic Expressions in Mathematics calculation (6)
- Components of a Lesson Plan
- Review of Basic English Sentences: Making Questions 2

BASIC EXPRESSIONS IN MATHEMATICS CALCULATION (6):

Write down the English expressions for the following mathematics terms:

No.	Indonesia	English
1.	Pertidaksamaan	
2.	Perkalian silang	
3.	Pecahan sama nilai	
4.	Hasil perkalian silang	
5.	Bilangan genap	
6.	Bilangan ganjil	
7.	Pohon faktor	
8.	Kebalikan	
9.	Rata-rata	
10.	\bar{X}	
11.	modus	
12.	Nilai tengah	
13.	probabilitas	
14.	busur	
15.	jangka	
16.	penggaris	
17.	45,035	
18.	385,023,865,015	
19.	2,0.6, -0.0047 (Bilangan nyata)	
	14 (Bilangan tidak nyata)	
21.	Pembulatan (decimal)	
22.	Tangen	
23.	Segienam	
24.	Segitujuh	
25.	Pecahan	
26.	Bilangan rasional	

27.	Bilangan irasional	
28	Bilangan bulat	

Components of A Lesson Plan

Below is a format of a lesson plan used in Senior High School (SMA) which is based on School based Curriculum (KTSP).

Rencana Pelaksanaan Pembelajaran

Mata Pelajaran : _____

Kelas/Semester : _____

Pertemuan Ke- : _____

Alokasi Waktu : _____

Standar Kompetensi : _____

Kompetensi Dasar : _____

Indikator : _____

I. Tujuan Pembelajaran : _____

II. Materi Ajar : _____

III. Metode Pembelajaran : _____

IV. Langkah-langkah Pembelajaran

A. Kegiatan Awal : _____

B. Kegiatan Inti : _____

C. Kegiatan Akhir : _____

V. Alat/Bahan/Sumber Belajar: _____

VI. Penilaian : _____

Lesson Plan

Subject	:	_____
Class/Semester Meeting	:	_____
Time Allocation	:	_____
Competence Standard	:	_____
Basic Competence	:	_____
Indicator(s)	:	_____
I. Learning Goals	:	_____
II. Materials	:	_____
III. Learning Methods	:	_____
IV. Learning Activities		
A. Pre-activities	:	_____
B. Main activities	:	_____
C. Post activities	:	_____
V. Media/Sources	:	_____
VI. Assessment	:	_____

The following is an example of a lesson unit plan used in the English Education Study Program of Sanata Dharma University.

Lesson Unit Plan

Credit : _____
Time Allocation : _____
Study Program : _____
Course Coordinator : _____
Lecturers : _____
Grading Policy :

Assessment Aspects	Percentage
Attendance	5%
Independent Tasks	15%
Progress Test 1	25%
Progress Test 2	25%
Final Project	30%
Total	100%

1. Short Description of the Course

This course gives learners insights into the concept of Curriculum and its implementation. The learners are introduced to the concept of curriculum in general and also to the current curriculum used and its element including syllabus and lesson unit plan. Besides, learners are equipped with the concept of material development. Having the knowledge of curriculum, of its elements, and of material development, learners Are also given practice to develop teaching materials for grade-schools based on the current curriculum used. This course is a compulsory course offered in Semester V and is a prerequisite for Microteaching and PPL II. AMT (Approaches, Methods, and Techniques) is a prerequisite course for this course.

2. Competence Standard

On completing this course, the learners are able to understand the National Curriculum 2006 of English for Grade-schools, and are able to design a syllabus and to develop a lesson plan and materials based on the national curriculum.

3. References

Dubin, Fraida, and Olshtain, Elite. 1994. *Course Design*. Cambridge: Cambridge University Press. Etc.

4. Schedule, Materials, and Learning Activities

Wk	Basic Competence	Topics	Sub topics	Learning Activities	indicators	Media	References
1	Learners understand the concept and definition of curriculum, syllabus, and lesson unit.	Introduction to Curriculum and Curriculum Development	Definition of curriculum, syllabus and lesson unit in education	1. Course orientation 2. Learners are introduced to the definition of curriculum, syllabus and lesson unit in education 3. Learners are asked to mention the definition of curriculum,	Learners are able to mention the definition of curriculum, syllabus and lesson unit	OHP / viewer , White Board	Ref. # 1, 5, 7

5. Independent Work

In almost every meeting, learners are assigned to discuss issues related to the subsequent topic of the meeting. The learners are also to work in groups to design and present a syllabus and lesson unit plan. In the same group, they are also assigned to develop materials based on the syllabus and the lesson unit plan they presented previously.

6. Evaluations

Progress Test I includes materials from meeting 1 up to meeting 4, which cover Introduction to Curriculum and Curriculum Development, Concepts and Models of Curriculum, Concepts and Kinds of Syllabus, Syllabus and Lesson Unit Development. Test I values 25% of the final score.

Progress Test 11 includes materials from meeting 6 up to meeting 8 covering Competency-Based Education and Competency-based Curriculum, Curriculum 2006 and its implementation. Test II values 25% of the final score.

Final Project presents ELT Materials developed by learners which are based on Curriculum 2006. Final project values 30% of the final score.


Task 8 Terms used in a Lesson Plan

In pairs, discuss and write down all components of a lesson plan. Write them in Indonesian language in the left column and in English in the right column. Then, present the result of your discussion to class.

No.	Indonesian	English
	Mata pelajaran	
	Kelas	
	Waktu	
	Topic	
	Standar kompetensi	
	Kompetensi dasar	
	indikator	
	Tujuan Pembelajaran	
	Langkah-langkah Pembelajaran	
	Pendahuluan	
	Kegiatan inti	
	Penutup	
	<i>Referensi</i>	
	Evaluasi	
	Mata kuliah	
	Semester	
	Kompetensi dasar	
	indikator	
	Tujuan Pembelajaran	
	Langkah-langkah Pembelajaran	
	Pendahuluan	
	Kegiatan inti	
	Penutup	
	Referensi	
	Evaluasi	

Task 9 Writing Learning Indicators

- a. Choose a topic of teaching and write down the indicators of achievement. Write them in Indonesian language and in English. Then, present the result of your discussion.



b. Look at the following *Standar Kompetensi* and *Kompetensi Dasar* taken from the School based Curriculum for Senior High School. Write them in English. Write also the learning indicators of achievement. Then, present the result of your discussion.

Kelas X, Semester 1

Ajibar

Standar Kompetensi

1. Memecahkan masalah yang berkaitan dengan bentuk pangkat, akar, dan logaritma

Kompetensi Dasar

1.1 Menggunakan aturan pangkat, akar, dan logaritma

1.2 Melakukan manipulasi aljabar dalam perhitungan yang melibatkan pangkat, akar, dan logaritma



Topic 7

- Basic Expressions in Mathematics calculation (7)
- Action verbs used in lesson plan
- Review of Basic English Sentences: Making Sentences 3

BASIC EXPRESSIONS IN MATHEMATICS CALCULATION (7):

Write down the English expressions for the following mathematics terms:

No.	Indonesia	English
1.	Sudut	
2.	Alas	
3.	Grafik	
4.	Grafik batang	
5.	Kurva normal	
6.	2 sudut berjumlah 90°	
7.	Dua sudut berjumlah 180°	
8.	Sudut 90°	
9.	Segitiga sudut (sudutnya 90°)	
10.	Pembagi	
11.	Satuan yang dibagi	
12.	Bilangan bulat dengan pecahan maupun decimal: 5 : $1/2$, atau 5,5	
13.	$\frac{1}{2} \rightarrow$ angka 1	
14.	$\frac{1}{2} \rightarrow$ angka 2	
15.	Angka sisa dari pembagian	
16.	Desimal dengan angka sama di belakang koma. Contoh: 4,333333	
17.	Probabilitas	
18.	Kejadian dalam probabilitas	
19.	Persamaan Linear	
20.	Pecahan dengan pembagi sama	
21.	Simbol yang menggambarkan angka atau operasi	

Action Verbs

(For asking questions and making indicators of achievement)

Task 10 Action Verbs

Read the sets of action verbs below and write down the Indonesian equivalents of these action verbs. Notice that the sets of words correspond to the different levels of Bloom's Taxonomy.

SET A

English	Indonesian Equivalents
Show	
Define	
Identify	
Label	
List	
Memorize	
Name	
Recall	
State	

SET B

English	Indonesian Equivalents
Express	
Classify	
Compare	
Demonstrate	
Describe	
Differentiate	
Discuss	
Explain	
Determine	
Report	
Summarize	
Review	
Select	
Translate	
Utilize	
Interpret	

Set C

English	Indonesian equivalents
Write	
Apply	
Calculate	
Choose	
Act	
Illustrate	
Interpret	
Modify	
Relate	
Solve	
Use	

SET D

English	Indonesian Equivalents
Examine	
Analyze	
Appraise	
Calculate	
Categorize	
Contrast	
Criticize	
Experiment	
Organize	
Question	
Test	
Deduce	
Differentiate	

SET E

English	Indonesian Equivalents
Construct	
Create	
Discuss	
Hypothesis	
Manage	
Plan	
Prepare	
Propose	
Setup	
Support	

Formulate	
-----------	--

SET F

English	Indonesian Equivalentents
Predict	
Defend	
Estimat	
Justify	
Value	
Asses	

Task 11 Action Verbs for Teaching

Choose 8 action verbs in the list and write achievement indicators for your lessons using these verbs. Please see the additional information on action verbs as reference.

No.	Action Verb	Sentence
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Action verbs

KNOWLEDGE

Analyze
Argue
Break-down
Classify
Combine
Compare
Contrast
Define
Demonstrate
Describe
Discuss
Evaluate
Explain
Formulate
Identify
Justify
List
Name
organize
predict
recall
recognize
record
relate
reproduce
underline

SKILLS

select
state
write
judge
adjust
align
replace
apply
assemble
close
connect
construct
disassemble
disconnect
insert
load
manipulate
measure
open
operate
remove
repair
tune
turn off

ATTITUDES

accept
associate
be aware
change
decide
derive
determine
develop
influence
listen
perceive
receive
reject
state

List of action terms for use in preparing performance objectives

Adapted from Bloom's Taxonomy of Educational Objectives (1956)

Knowledge	Comprehension	Application
define	classify	apply
fill in the blank	convert	compute
identify	describe	conclude
indicate	discuss	construct
know	explain	demonstrate
label	express	determine
list	identify	dramatise
locate	interpret locate	dramatize
match memorize	paraphrase	draw
name	put in order	employ
recall	recognize	find out
record	report	give an example
relate	restate	illustrate
repeat	review	interpret
select	rewrite	investigate
spell	suggest	operate
state	summarize	organize
tell	tell	practice
underline	to tell in your own words	schedule
	trace	shop
	translate	show
		sketch
		solve
		state a rule or principle
		use

List of action terms for use in preparing performance objectives. (n.d.).

Analysis	Synthesis	Evaluation
analyze	arrange	appraise
appraise	assemble	assess
calculate	change	choose
categorize	collect	compare
classify	combine	conclude
compare	compose	contrast
contrast	construct	decide
criticise	create	defend
debate	design	estimate
deduce	find an unusual way	estimate
determine	formulate	evaluate
determine the factors	generate invent	grade
diagnose	manage	judge
diagram	organize	justify
differentiate	originate	measure
distinguish	perform	prioritize
examine	plan	rank
experiment	predict	rate
infer	prepare	revise
inspect	produce	score
question	propose	select
relate	rearrange reconstruct	support
solve	reorganize	value
specify	revise	
test	set-up	
	suggest	
	suppose	

	visualize write	
--	--------------------	--

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Program-Based Review and Assessment:

Tools and Techniques for Program Improvement

Office of Academic Planning and Assessment

University of Massachusetts Amherst

<http://www.umass.edu/oapa/assessmentonlinehandbooks/ch2/>

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URL: <http://www.rupert.id.au/TD700-1/action-verbs.html>

Topic 8

- Basic Expressions in Mathematics calculation (8)
- Preparing a lesson Plan: Writing a mini scripted lesson 1
- Review of Basic English Sentences: Making Questions 3

BASIC EXPRESSIONS IN MATHEMATICS CALCULATION (8):

Write down the English expressions for the following mathematics terms:

No.	Indonesia	English
1.	Semproa	
2.	Garis bilangan	
3.	Sisi berdampingan	
4.	Sudut berdampingan	
5.	Sudut lancip	
6.	Sudut siku	
7.	Sudut tumpul	
8.	Sudut refleksi	
9.	Sudut berseberangan	
10.	Sudut dalam	
11.	Sudut padanan	
12.	Satu putaran penuh	
13.	Jumlah sudut	
14.	Kaki sudut	
15.	Gerakan searah jarum jam	
16.	Gerakan berlawanan arah jarum jam	
17.	Garis miring	
18.	Ketinggian (benda tdk hidup)	
19.	Kedalaman	
20.	Lebar	
21.	Keliling lingkaran	
22.	Titik tertinggi atau puncak	
23.	Lengkung atau busur	
24.	Lengkung tertutup	

No.	Indonesia	English
25.	Urutan nilai semakin lama semakin naik atau besar (dari kecil ke besar)	
26.	Urutan nilai semakin lamasesemakin turun atau kecil (dari besar ke kecil)	
27.	Dadu	
28.	Neraca	
29.	Neraca lengan	
30.	Irisan runjung	

Preparing Lesson Plan

Task 12 Preparing a Lesson Plan: Preparing a Lesson Plan: Developing Materials (Finding English sources, translating excerpts)

Based on the basic competence, standard competence and learning objectives you have developed, select the materials you want to use. If it is not possible to use materials that are already available in English, translate the excerpts of the Indonesian material into English.

Task 13 Preparing a Lesson Plan: Teaching Learning Activities (set induction, main activities, set closure)

Based on the basic competence, standard competence, learning objectives, and materials you have developed, plan the teaching learning activities. You may use the

Phase	Materials	Teaching Learning Activities
Set Induction		
Main Activities		
Set Closure		

Writing Mini Scripted Lesson

What is a scripted lesson?

One can choose to develop his/her own explicit instructional lessons by scripting. Scripted lessons are planned for teaching academic skills that comprise a series of chained behaviors such as spelling words and math computation, as well as discrete behaviors such as sight vocabulary and math facts.

Example:

Translating

Instructions: SET A

	English Translation
Guru menulis satu soal berkaitan penambahan pecahan wajar. Murid-dikehendaki membaca soal-an yang dipamerkan dan coba	<i>Teacher writes a question on addition of proper fraction.</i> Teacher asks students to read the and solve it.
"Baiklah, murid-murid, baca soal ini beramai-ramai."	"Class, read this question"
"Apakah jawaban kamu?"	"What is your answer?"
"Siapa mau menerangkan bagaimana dia mendapat jawaban."	"Who can tell the class how you got the answer"

SET B

	English Translation
Guru meminta siswa menggambar lima lingkaran yang berlainan ukuran.	Teacher ask students to draw five circles difrrent sizes
"Baiklah, saya ingin setiap kelompok menggambar lima lilaran yang berlainan ukuran."	"I want every group to draw five circles of diffrrent sizes"
Siswa diminta mengukur panjang lilitan diameter setiap bulatan tersebut.	Teacher asks students to measure the circumstance and diameter of each
"Seterusnya kamu periu lilitan dan diameter bulatan-bulatan Gunakan benang dan penggaris."	"Next, measure the circumstance and diameter of the five circles using thread ruler"

"Tuliskan ukuran-ukuran tersebut dalam jadual yang disediakan."	"Record your measurements in the given table"
---	---

Subject: Science

Learning Outcome(s):

Students are able to:

1. List the type of pollutions
2. Give examples of some source of each type of pollution
3. Mention some environmental and health problems caused by each type of pollution

Procedure	Classroom Language
Teacher gets students into groups	Okay students, please get into your groups.
Teacher instructs students as to how the table is to be filled.	Alright, this is a table with three headings — Type of Pollution, Sources, and Environments and Health Problem. I want you to work in your group and complete the table.
After fifteen minutes teacher reviews answers	Have you finished? Can we check the answer together? Group 1, can anyone of you read out what your group has written in column 1— Type of Pollution? Good, What about the other

Subject: Mathematics

Level: Year I

Learning Outcome(s):

Pupils will be able to complete the problem in the worksheet.

	Classroom Language
--	---------------------------

	<p>Okay pupils, listen. Take one worksheet only from your group leader. I want you to look at the groups of numbers very carefully I want you to arrange the numbers in ascending or descending order. remember ascending order means that the Right, children, have you finished? Let's look at the answer together. Let's look at question 1, Which number should go the first box?</p>
--	---

Sample Answer — Stimulus 4 Subject: Mathematics Level:

Year I

Learning Outcome(s):

Pupils will be able to complete the problem in the worksheet.

	Classroom Language
	<p>Can anyone write the formula for</p> <p>Ahmad would you like to try?</p> <p>That's right.</p> <p>Okay, let's try to calculate the simple interest on a principle sum of RM 1,200. Let's say</p> <p>Does anyone remember what per annum</p> <p>Good, it means per year, right?</p> <p>Let's say that the loan period is 2 years.</p> <p>What would the interest be?</p> <p>Okay, now let's look at question 15 in</p> <p>the worksheet.</p> <p>Do you think you can work out that problem?</p> <p>Do you know what deposit means?</p> <p>yes, good. Okay, try to work out the answers.</p>

Topic 9

- Preparing a lesson Plan: Writing a mini scripted lesson 2
- Review of Basic English Sentences: Making questions 4

Review: Making questions

1. What do you know about types of questions that we can use in teaching?

2. Give examples of each type.

Task: Please write another scripted lesson on a different topic from the previous one.

Task 14 Scripting a Lesson

Based on the lesson plan you have prepared, list the steps of procedures to teach the materials. Script the language you will use in implementing each step or procedure in the classroom.

Subject :

Learning Outcome(s) :

Student are able to :

Procedure	Classroom Language

Practice Teaching

Task 15 *Practice Teaching*

Please make use of the lesson plan and the scripted lesson that you have developed for practice teaching. You will be given the opportunity to try-out the lesson plan in a simulated classroom situation the time provided for each is 30 minutes. During the practice teaching, other teachers are encouraged to evaluate their peer's teaching using the Checklist for Peer Feedback. The facilitator will also provide feedback to improve teachers' performance.

QUIZ 2

Name:

1. Write the terms in English
 - a. Sebutkan berbagai macam sudut
 - b. Sebutkan berbagai macam bangun
 - c. Sebutkan berbagai peralatan untuk matematika
2. Write 6 different questions for finding information on the students'
3. Write 6 different questions to finding information on the student
 - a. knowledge on a certain topic
 - b. Comprehension on a certain topic
 - c. Application on a certain topic
 - d. Analysis on a certain topic
 - e. Synthesis on a certain topic
 - f. Evaluation on a certain topic
4. Write a sentence(s) for
 - a. Opening the class
 - b. Focusing the attention
 - c. Giving instruction
 - d. Concluding and closing the class
4. Write the format a Lesson Plan
5. Write indicators for a certain topic.

LAMPIRAN

INSTRUMEN UNTUK MICROTEACHING IN ENGLISH

- Checklist for Peer Feedback
- Format of lesson plan

Practice Teaching
Checklist for Peer Feedback

Name :

Subject :

Topic :

Use this scale :

4 strongly agree

2 disagree

3 agree

1 strongly disagree

ITEMS					
	General Language Competence	1	2	3	4
1.	Teacher's language is clear and easy to understand	1	2	3	4
2.	The teacher is fluent	1	2	3	4
3.	The language used is grammatically accurate	1	2	3	4
4.	The teacher's pronunciations is comprehensible	1	2	3	4
5.	The teacher hardly uses Bahasa Indonesia	1	2	3	4
6.	The teacher is able to use correct technical terms	1	2	3	4
	The teacher is able to use appropriate language	1	2	3	4
7.	To set induction	1	2	3	4
8.	To deliver the material	1	2	3	4
9.	To elicit students understanding	1	2	3	4
10.	To question and respond to students' question	1	2	3	4
11.	To set closure	1	2	3	4

Interesting expressions used:

.....
.....

Alternative expressions that could have been used:

.....
.....

General comments:

.....
.....

Format of Lesson Plan

Subject : _____

Class/Semester Meeting : _____

Time Allocation : _____

Competence Standard : _____

Basic Competence : _____

Indicator(s) : _____

III. Learning Goals : _____

IV. Materials : _____

III. Learning Methods : _____

IV. Learning Activities

 D. Pre-activities : _____

 E. Main activities : _____

 F. Post activities : _____

V. Media/Sources : _____

VI. Assessment : _____