

APPENDICES

Appendix 1. CP Prototype Curriculum Phase F

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.

A. MENYIMAK & BERBICARA

Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.

B. MEMBACA & MEMIRSA

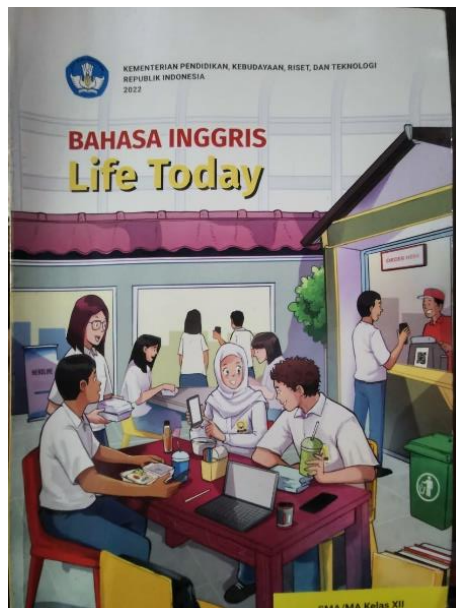
Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan

pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.

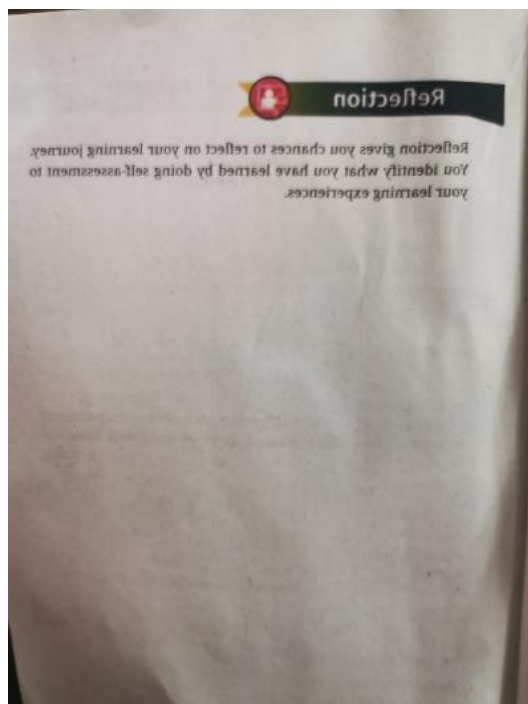
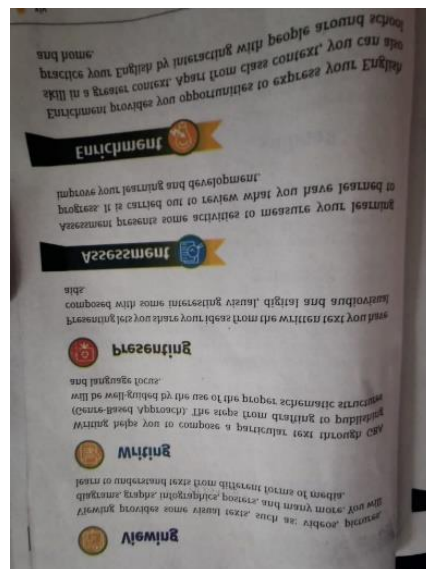
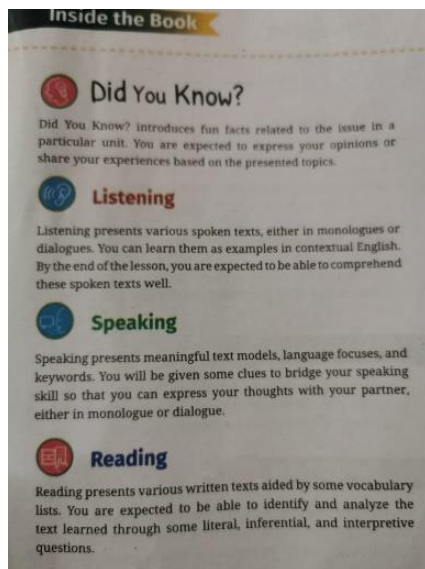
C. MENULIS & MEMPRESENTASIKAN

Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital. PROFIL PELAJAR PANCASILA Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia, Berkebinekaan Global, Bergotong-royong, Mandiri, Bernalar Kritis dan Kreatif.

Appendix 2. Figure the cover of English textbook



Appendix 2. Inside the Book



Appendix 3. Mind Mapping



Appendix 4. Scope and Sequence

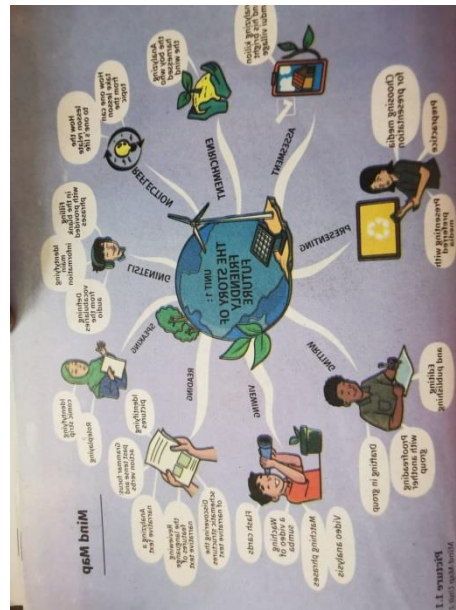
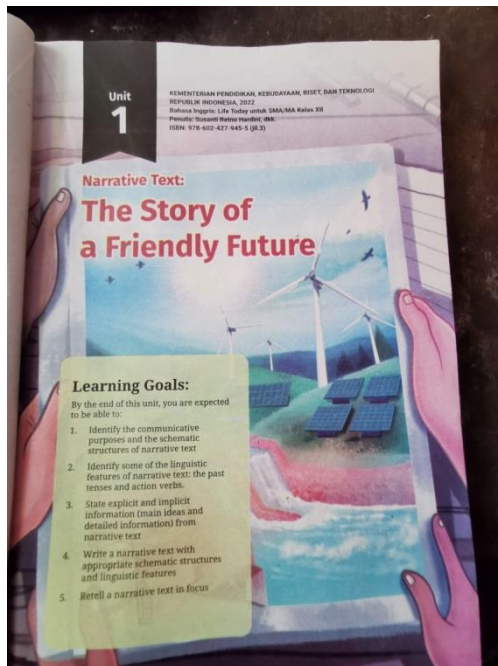
Scope and Sequence						
Theme	Topic	Listening and Speaking	Reading and Viewing	Writing and Presenting	Vocabulary	Schematic Structures and Language Features
Renewable Energy	Narrative Text: The Story of a Friendly Future	Listening to a conversation about energy saving and Performing a role play about conserving energy	Reading a narrative text about The Breakers of Limitations from Gurung Mali and Watching videos about renewable energy and fossil fuels	Writing a simple narrative text about renewable energy and Retelling the narrative text	Renewable Energy	Past Tense Action Verbs

Theme	Topic	Listening and Speaking	Reading and Viewing	Writing and Presenting	Vocabulary	Schematic Structures and Language Features
Digital Money	Argumentative Text: E-Money	Listening to a podcast about E-Money and Giving opinions on cash money and e-money	Reading an argumentative text about Cashless society: What do we gain and lose when cash is no longer king? and Watching videos about homemade banking and digital payment	Writing an argumentative text in a form of podcast about e-money and Performing an argumentative text in a form of a preferred media	Digital Money	Abstract Noun Action verb Temporal Connectives Technical terms Modal Auxiliaries

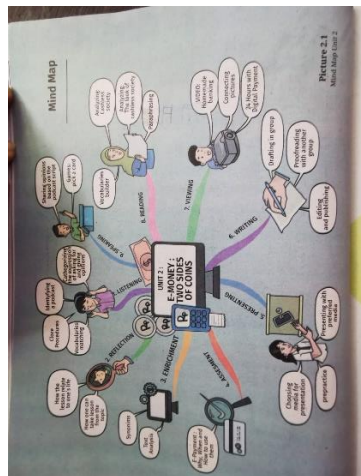
Theme	Topic	Listening and Speaking	Reading and Viewing	Writing and Presenting	Vocabulary	Schematic Structures and Language Features
Netiquette	Hortatory Exposition: Netiquette	Listening to a dialogue about social media and discussing about posting mean things on social media	Reading a hortatory exposition text about Are Social Media Platforms Safe? and observing an infographic about netiquette	Writing a hortatory exposition text about netiquette and Doing a group presentation	Netiquette	Present Tense Emotive Phrases

Theme	Topic	Listening and Speaking	Reading and Viewing	Writing and Presenting	Vocabulary	Schematic Structures and Language Features
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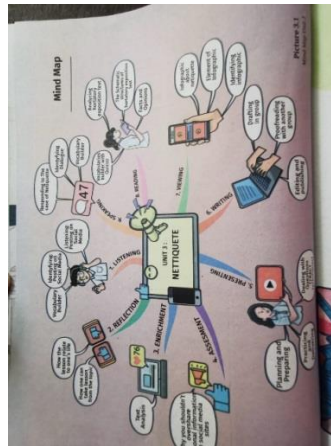
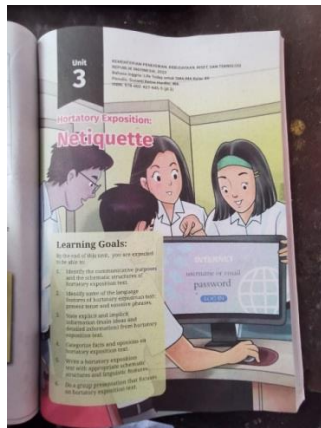
Appendix 6. Narrative Text : The story of a Friendly future



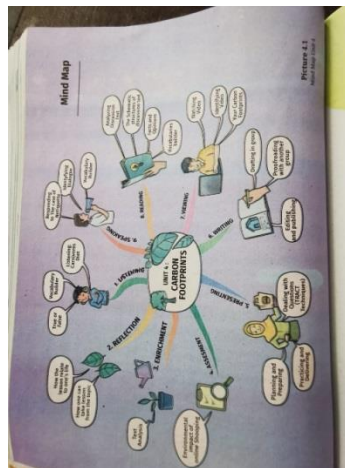
Appendix 7. Argumentative Text: E-Money



Appendix 8. Hortatory exposition; Netiauetttt

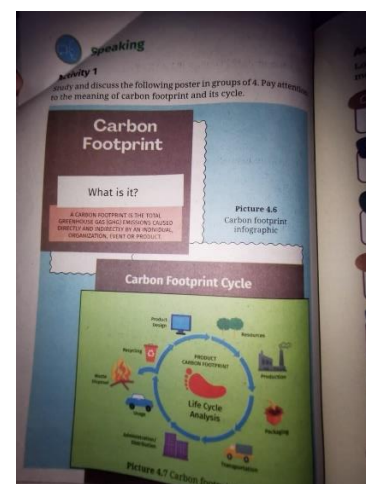
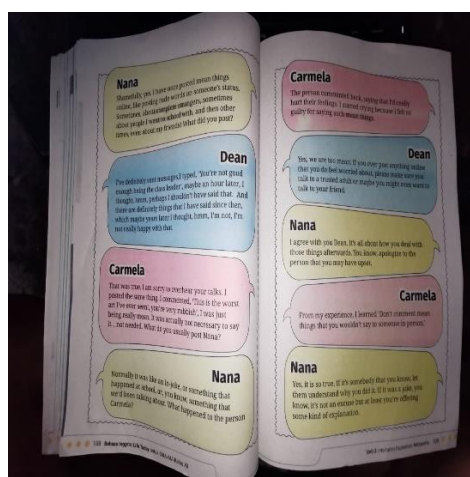
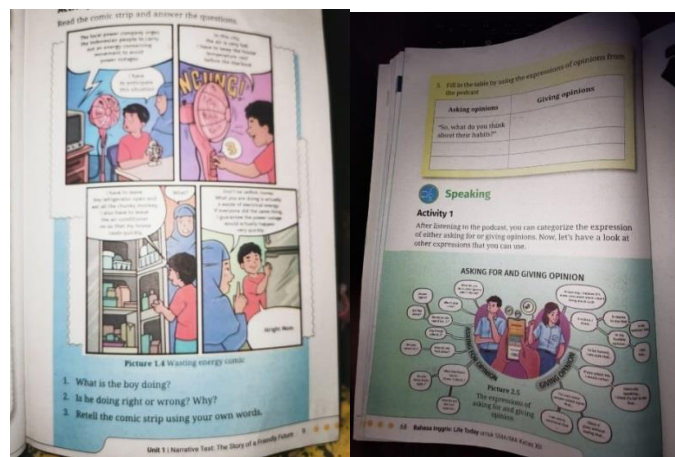
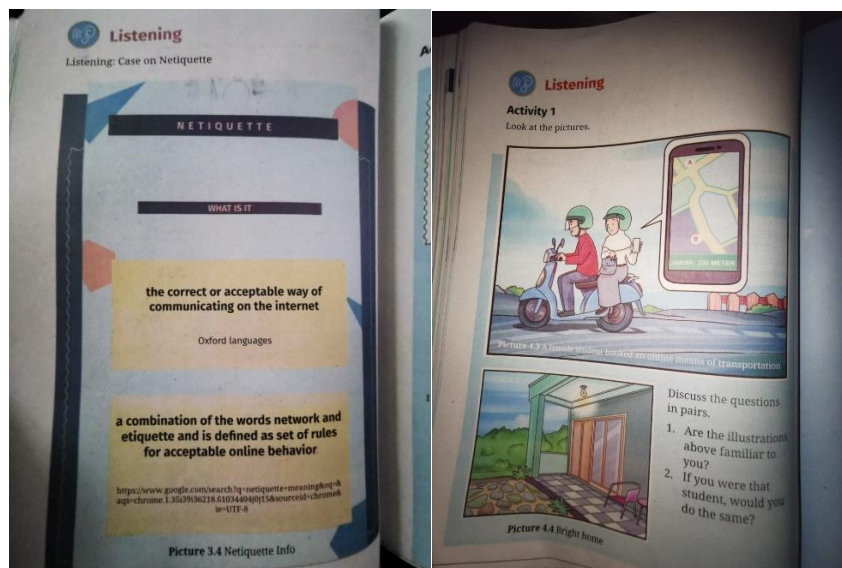


Appendix 9. Discuccon Text: Carbon Footprints

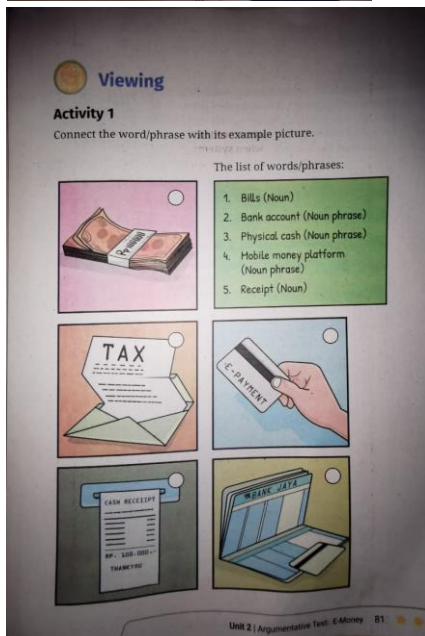
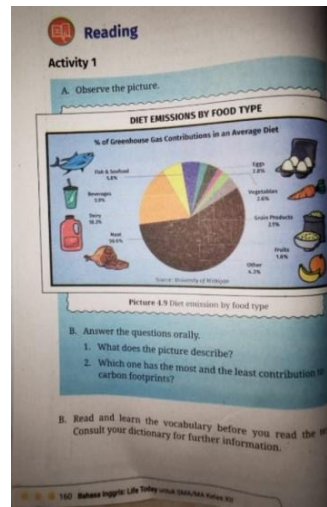


Appendix 10. Listening





Appendix 12. Figure of Reading and viewing



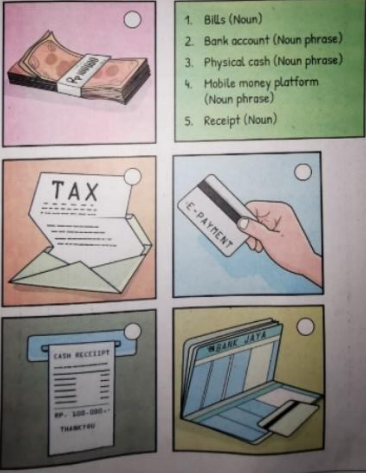
Appendix 13. Figure of Writing and Presenting

Viewing

Activity 1
Connect the word/phrase with its example picture.

The list of words/phrases:

1. Bills (Noun)
2. Bank account (Noun phrase)
3. Physical cash (Noun phrase)
4. Mobile money platform (Noun phrase)
5. Receipt (Noun)



Unit 2 | Argumentative Text: E-Money 81

Writing

In the previous sections, you have learned all the information about carbon footprints and discussion text. Now it is the time for you to do a writing project.

Activity 1: Plan
Make a group of 2-4 students. Brainstorm ideas before you start making a text. Follow the plan table below for your writing guidance. Consider the punctuation, capitalization and tenses. You can do the task by writing it in the book or paper or by typing it digitally using google docs or other docs apps.

Topic/ Title:	
1. What is the topic of your text?	
2. What is the possible title for your text?	
Statement of issue:	
1. What are the problems?	
2. Why do you argue about the problem?	
Arguments for	
1. What are your arguments which support the problem?	
Arguments against	
1. What are your arguments which disagree with the supporting arguments?	
Recommendation	
1. What is your position towards the problem?	
2. What is your recommendation about the problem?	

Unit 4 | Discussion Text: Carbon Footprints 191

Activity 4: Redraft the text
Revise the text which has been reviewed by another group and submit your final text to your teacher.

Final writing draft

Presenting

Present your group's writing about Netiquette in front of the class. Consider the following steps:

1. Planning presentation (Asking yourself about 5W+1H questions such as what, who, why, where, when and how)
2. Preparing presentation (Personal notes, Visual, Handout (optional))
3. Practicing presentation
4. Delivering presentation
5. Dealing with questions (TRACT Techniques: Thank the questioner, Repeat the question, Answer the question, Check with the questioner if they are satisfied, Thank them again!)

Source: https://student-learning.tcd.ie/assets/PDF/Giving_Presentations.pdf

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Appendix 14. Figure of Exercises

Question 4
Could the following statements represent why oversharing is a problem? Write Yes or No for each statement.

Could the following statements represent why oversharing is a problem?	Yes	No
People can see and share personal information you post in cyberspace		
People may lose his job opportunity because of a mistakenly posted photo from the past		
The pictures of yourself on social media portrays what you are in reality		
What you post online can be deleted for a period of time with no fixed end		
You're careful about what you say and do online before posting information		

Question 5
The phrase 'the spur of the moment' in the sentence 'A lot of oversharing is done in 'the spur of the moment' situation' in the last paragraph has a similar meaning to...

A. quick moment
B. short event
C. momentary push
D. unprepared situation
E. improvised moment

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2. The third paragraph talks about?

A. The popular networking sites
B. Fraudsters' Instagram account
C. How hackers do the phishing
D. Various threats of social media
E. The purpose of cybercrime

3. The word "their" in paragraph 3 refers to?

A. social media users
B. popular networking sites
C. various internet threats
D. selling fraud items
E. fake profiles by fraudsters

4. Why does hate speech on social media platforms may lead to violence?

A. Since it is a form of tolerance of other groups of people in an event
B. Because it is considered as an attacking sentence only by youngsters
C. As it has recently been a form of confusion on social media like twitter
D. Because it may initiate the provocation of a certain race or religion
E. Since it is the expression of freedom to a particular community

5. From the text, we may define digital literacy as ...

A. the availability and use of digital tools to communicate on the Internet, digital devices, smart devices and other technologies. (digital world)
B. a form of currency that is available only in digital or electronic form called digital or electronic money. (digital currency)
C. an individual's ability to find, evaluate, and communicate information through typing and other media on various digital platforms.
D. any communication media that operate with the use of any of various encoded machine-readable data formats. (digital media)
E. the component of marketing that uses the Internet and online based digital technologies promote products and services. (digital marketing)

6. To make a better internet environment, the author suggests that ...

A. the government makes use of digital literacy in remote areas.
B. digital literacy through proper regulation is devised comprehensively
C. digital media need to be dispersed so there won't be hackers.
D. the recent worsening effects of social media on the internet.
E. popular social media must be aware of their adverse impacts.

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2. The purpose of the text is...

a. to describe the enchanting Gurung Mali village in Sintang
b. to amuse the readers with a lesson story from Gurung Mali
c. to portray some activities at night in the village of Gurung Mali
d. to entertain the readers with the explanation of Gurung Mali
e. to discuss the Micro Hydro Power Plant project in Sintang

3. Could the following statements represent what is told in the story? Click Yes or No for each statement.

Could this statement represent what is told in the story?	Yes	No
The material owners fully supported Nayau and her friends		
The building of micro hydropower plant was finally completed		
No one opposed the idea of Micro Hydro Power Plant building		
Nayau whole-heartedly cared of his enchanting village of Gurung Mali		

Villagers were not more enthusiastic about protecting the forest

4. What kind of person is Nayau?

a. persistent c. indifferent e. interesting
b. apathetic d. notorious

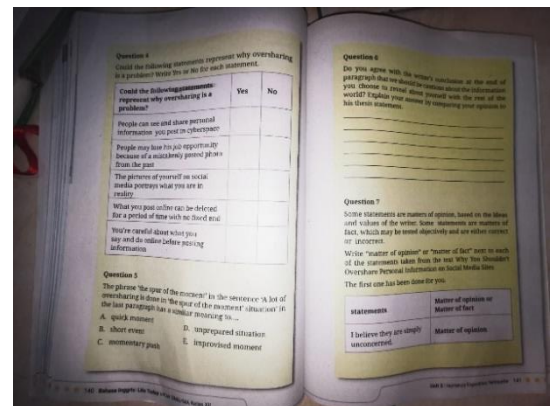
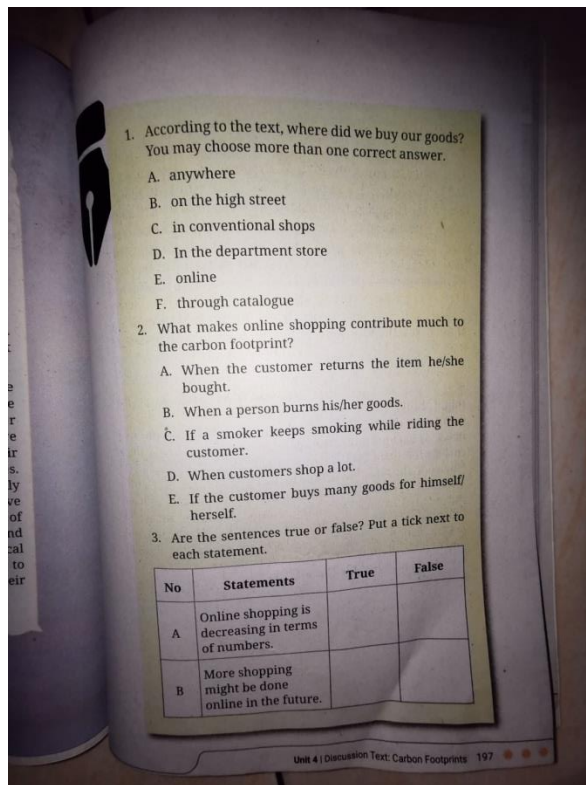
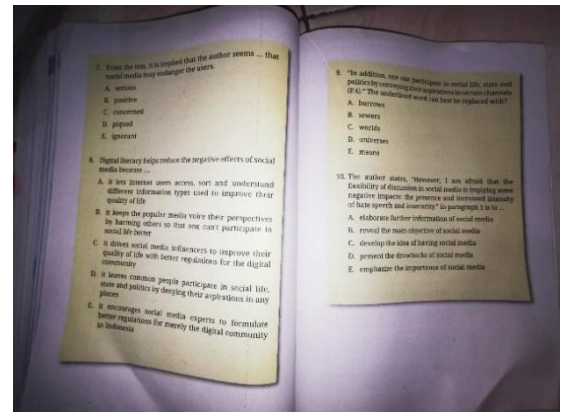
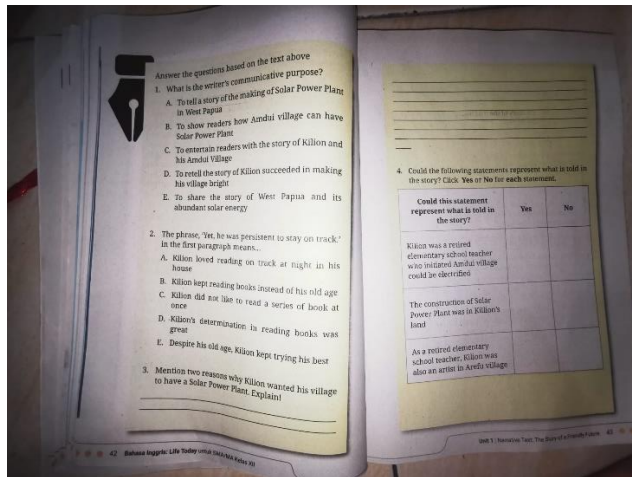
5. The phrase "smiled broadly" in "Nayau smiled broadly and was proud of his friends" (paragraph 7) means...

a. grin c. scowl e. post
b. frown d. gloom

6. The main idea of the last paragraph is...

a. After three months, the Micro Hydro Power Plant was finally completed.
b. Finally, the houses where they lived were in joy at night.
c. Those who previously doubted the value of hard work, cooperation and care for the environment then joined in cheers.
d. Villagers were then more enthusiastic about protecting the forest and the surrounding environment to keep the water supplies remaining available.
e. Nayau smiled broadly and was proud of his friends. "The beauty of Gurung Mali village will stay forever and people will be more prosperous since they are more productive now."
f. Nayau whispered "Togetherness can break through limitations"

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Appendix 15. Curriculum Vitae

Nama : Teguh Rifai

Tempat, tanggal lahir : Cilacap, 28 Mei 1999

Pendidikan terakhir : MA Miftahul Huda Al-Azhar

Jenis Kelamin : Laki-laki

Status : Belum menikah

Alamat : Jl. Bangau II, RT 0 RW 001, Desa Suka Damai,
Kecamatan Tebing Tinggi, Kabupaten Tanjung Jabung Barat, Provinsi Jambi.

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Email : zteguh10@gmail.com



Latar Belakang Pendidikan

Pendidikan	Tahun
SD Negeri 142/V	2006 – 2012
SMP Negeri 6 Tungkal Ulu	2012 – 2015
MA Miftahul Huda AL-Azhar	2015 – 2018
IAIN Kediri	2018 – 2025