

ENGLISH FOR FUTURE TEACHERS OF PRIMARY SCHOOLS

Bahan Belajar Mandiri 9: Communication and Integration

Pendahuluan

Pada Bahan Belajar Mandiri 1 sampai dengan 8, mahasiswa telah mengenal berbagai hal yang sangat dibutuhkan untuk mempelajari bahasa Inggris, baik melalui *bottom-up* maupun *top-down skills*, yang diawali dengan pengenalan bunyi di BBM 1, dilanjutkan dengan pengembangan kosa kata di BBM 2, pemahaman terhadap struktur dan kaidah bahasa di BBM 3 s.d. 8. Sesuai dengan materi BBM 9, yaitu *Communication and Integration*, maka pada BBM 9 ini mahasiswa akan berkomunikasi dengan mengintegrasikan semua skill yang telah dimiliki sebelumnya, khususnya melalui media ataupun teks tertulis. Mahasiswa akan dibekali dengan berbagai teknik dan strategi membaca, seperti: membaca cepat dan tepat, memperkaya makna atau arti kata *meaning* melalui konteks yang tersedia, baik melalui kosa kata *vocabulary*, teknik penulisan maupun tanda baca *punctuation*, dan penanda klausa *clause marker* nya, sehingga mahasiswa dapat lebih berstrategi dalam memahami teks yang dianggap pengetahuan baru bagi mereka, selanjutnya mengambil serta menuliskan intisari bacaan dan mendiskusikannya. Serta dilengkapi dengan berbagai strategi pada saat mahasiswa akan berinteraksi dengan pihak lain setelah menyelesaikan Belajarnya, yaitu diantaranya pada saat *interview*, menegosiasikan gagasan secara *assertive* dan memperoleh sejumlah informasi dari telepon.

Tujuan Belajar Umum

Mahasiswa dapat berkomunikasi dengan mengintegrasikan semua kemampuan dasar berbahasa *listening, speaking, reading, and writing* melalui teks yang tersedia, serta mengembangkan keterampilan membaca baik *top-down* maupun *bottom-up* processing modes of skills dalam mengembangkan berbagai strategi dan skill membaca, termasuk diantaranya melalui strategi menebak arti dari konteks yang tersedia *Guessing Meaning from Context* baik berupa kosa kata *vocabulary*, teknik penulisan maupun tanda baca *punctuation*, dan penanda klausa *clause marker*, serta mendiskusikan intisari bacaannya, baik secara tulisan maupun lisan.

Tujuan Belajar Khusus

1. Mahasiswa dapat mengungkapkan suatu pertanyaan, pendapat maupun gagasan lainnya terhadap teks yang sedang dipelajarinya;
2. Mahasiswa dapat membaca dengan cepat suatu teks tertulis dan bisa menyeleksi keseluruhan isi bacaan dan menentukan apakah bacaan tersebut diperlukan atau tidak *overviewing a passage*;
3. Mahasiswa dapat menemukan ide pokok *main idea* dan menentukan maupun ide penunjang *supporting details* dalam teks yang tersedia *understanding the main points*;
4. Mahasiswa dapat menuliskan gagasan maupun ide nya ke dalam suatu tulisan yang mudah dipahami.
5. Mahasiswa dapat mempresentasikan gagasan yang telah ditulisnya dengan mengikuti prinsip-prinsip yang telah ditetapkan.
6. Mahasiswa dapat menyatakan berbagai ungkapan dan gagasan pada saat berhubungan dengan pihak-pihak di luar Belajar, seperti pada saat melakukan interview *job interview*, berlaku *assertive* pada saat menemukan permasalahan, dan pada saat memperoleh informasi dari telepon.

Untuk membantu Anda mencapai tujuan tersebut, BBM ini diorganisasikan menjadi lima Kegiatan Belajar (KB), yaitu:

KB 1: Berbagai ekspresi dalam memberikan gagasan lisan yang dapat dipergunakan dalam mendiskusikan suatu teks

KB 2: SQ3R strategi dalam membaca, terdiri dari langkah-langkah: (1) Survey (2) Question (3) Read (4) Recite (5) Review

KB 3: Tanda baca yang harus mendapat perhatian mahasiswa pada saat membaca maupun menulis essay dalam bahasa Inggris

KB 4: Preparing a presentation

KB 5: Job Interview

Untuk membantu Anda dalam mempelajari BBM ini ada baiknya Anda memperhatikan beberapa petunjuk belajar berikut ini:

1. Bacalah dengan cermat bagian pendahuluan ini sampai Anda memahami secara tuntas tentang apa, untuk apa, dan bagaimana mempelajari bahan belajar ini.
2. Bacalah secara sepintas bagian demi bagian dan temukan kata-kata kunci dari kata-kata yang dianggap baru. Carilah dan baca pengertian kata-kata kunci tersebut dalam kamus yang Anda miliki.
3. Tangkaplah pengertian melalui pemahaman sendiri dan diskusikan dengan mahasiswa lain atau dengan tutor Anda.
4. Untuk memperluas wawasan Anda, bacalah dan pelajari sumber-sumber lain yang relevan. Anda dapat menemukan bacaan dari berbagai sumber, termasuk dari internet.
5. Mantapkan pemahaman Anda dengan mengerjakan latihan dan melalui kegiatan diskusi dalam tutorial dengan mahasiswa lainnya atau teman sejawat.
6. Jangan lewatkan untuk mencoba menjawab soal-soal yang terdapat pada setiap akhir kegiatan belajar. Hal ini berguna untuk mengetahui apakah Anda sudah memahami dengan benar kandungan bahan belajar ini.

Selamat belajar!

Kegiatan Belajar 1:

Dalam kegiatan Belajar 1 ini mahasiswa akan mempelajari berbagai ekspresi dalam memberikan gagasan lisan yang dapat dipergunakan dalam mendiskusikan suatu teks:

A. Mendiskusikan manfaat/keuntungan *Advantages* dan kerugian *Disadvantages* terhadap teks yang dihadapi, menggunakan contoh ekspresi sebagai berikut:

What are the advantages and disadvantages of ... (e.g. different teaching methods?)

What are the advantages of ... (e.g. education through art)?

What are the disadvantages of ... (e.g. education through art)?

B. Memberikan suatu alasan *giving reasons* terhadap teks yang dihadapi, menggunakan contoh ekspresi sebagai berikut:

a. The main reason is that....

b. The basic reason is that....

c. The fundamental reason is that....

d. I think ... is right/justified for the following reasons

C. Mengurutkan tahapan-tahapan gagasan/ekspresi berdasarkan sesuatu yang paling dipentingkan ke tahapan lainnya, terutama dihubungkan dalam mendiskusikan teks yang dihadapi, menggunakan contoh ekspresi sebagai berikut:

... (e.g. Education) is very important for the following reasons:

First,

Second,....

Third,.... etc.

D. Meyimpulkan akhir *sum up* terhadap suatu gagasan dalam teks yang dihadapi, menggunakan contoh ekspresi sebagai berikut:

a. In a word, (then,)

b. Briefly, (then,)

c. To sum up, (then)

- d. To summarize, (then)
- E. Mengecek apakah pembicaraan kita terhadap suatu gagasan/ ekspresi tertentu dapat dipahami difahami terutama *checking other's understanding of what you said* terhadap suatu gagasan dalam teks yang dihadapi, menggunakan contoh ekspresi sebagai berikut:
- a. Am I making myself clear?
 - b. Is that clear?
 - c. Have I made myself clear?
 - d. If there's anything you haven't understood?
- F. Mengulang suatu gagasan dengan gagasan lain yang lebih dipahami *saying something in other way*, menggunakan contoh ekspresi sebagai berikut:
- a. Perhaps I should make that clearer by saying that
 - b. If I can rephrase that:
 - c. If I can rephrase what I've just said:
 - d. Perhaps it would be more accurate if I said
 - e. Perhaps it would be more accurate to say
- G. Mengecek apakah setuju atau tidak terhadap gagasan yang sedang diusulkan *asking if someone agrees to what you said*, menggunakan contoh ekspresi sebagai berikut:
- a. Do you agree with his proposal?
 - b. Is his suggestion agreed?
 - c. I wonder if you would agree with?
 - d. Would you agree with such a suggestion?
 - e. Would you agree with such a proposal?

- H. Menyetujui gagasan yang sedang diusulkan *agreeing to what someone said*, menggunakan contoh ekspresi sebagai berikut:
- a. I absolutely agree with his proposal.
 - b. I really agree with what you said.
 - c. That's exactly my own view.
 - d. That's precisely my own opinion.
- I. Sangat tidak menyetujui gagasan yang sedang diusulkan *disagreeing with what someone said*, menggunakan contoh ekspresi sebagai berikut:
- a. (I'm afraid) I entirely disagree with
 - b. (I'm afraid) I can't accept
 - c. I can't say that I share your view.
 - d. I can't say that I share that assessment of
 - e. I'm not at all convinced
- J. Sebagian tidak menyetujui gagasan yang sedang diusulkan *partly disagreeing with what someone said*, menggunakan contoh ekspresi sebagai berikut:
- a. I agree in principle, but
 - b. That may be so, but
 - c. In spite of what you say, I think perhaps
 - d. There's some truth in what you say. Still/However,
 - e. There's a lot of truth in what you say. Still/However,
- K. Mengakui bahwa pendapatnya keliru *saying that you are wrong* menggunakan contoh ekspresi sebagai berikut:
- a. Yes, I must have overlooked

- b. Yes, I may well have been in error over
- c. Yes, I'm afraid I didn't take ... into account.
- d. May I see the figures again? Hmm. Yes, I must admit you are right.

LATIHAN

Untuk memperdalam pemahaman Anda tentang materi yang telah diuraikan di atas, kerjakanlah soal latihan berikut.

Task 9.1:

Latihlah ekspresi-ekspresi di atas di dalam kelompok sampai Anda memahami betul, kaitkan dengan sesuatu fenomena atau berita *up to date/hot news* yang berkaitan dengan Belajar di SD.

Example of the Discussion:

What is your opinion to the implementation of standardized national examination that held throughout the country as you know lately?

- a. I agree in principle, but ... (give your reasons to support your argument e.g. by proposing your own ideas for the betterment of its implementatin);
- b. I absolutely agree to this proposal. ... (state your reasons to support your agreement)

Kegiatan Belajar 2:

Reading skills: SQ3R Strategy

SQ3R strategi dalam membaca, terdiri dari langkah-langkah: (1) Survey (2) Question (3) Read (4) Recite (5) Review

1. S -> SURVEY

Dalam kegiatan survey ini ada beberapa kegiatan yang dilakukan:

Memikirkan Topik *thinking about the topic*

Dengan memikirkan topik sebelum kegiatan membaca dilaksanakan akan membantu mengetahui konteks bacaan sehingga lebih mudah memahaminya.

Thinking about the topic before you read helps provide a context for the reading and can make it easier to understand.(Seal, 1997:4).

Menebak isi bacaan *Predicting the Content*

Menebak bacaan yang akan dibaca merupakan kebiasaan yang baik, yang akan memotivasi pembaca untuk membaca lebih hati-hati lagi untuk meyakinkan bahwa tebakannya tersebut benar. *Trying to predict what information will be in a text before you read is a good habit. It motivates you to read the text carefully to find out if your predictions were correct* (Seal, 1997:14).

Mengkaitkan topik bacaan dengan pengalaman pribadi pembaca *Personalizing the topic*

Pembaca akan lebih siap menyerap ilmu baru yang disediakan dalam bacaan. *Thinking about your personal connection to a topic before you read about it will help you absorb new information on that topic* (Seal: 1997:24).

Perhatikan dengan seksama materi bacaan yang berbentuk grafik, seperti diagram, foto, maupun ilustrasi lainnya. Pembaca akan segera dapat mengenali isi bacaan setelah memperhatikan dengan seksama gambar non-teks dalam bacaan ***Examining Graphic materials: Examine any graphs, diagrams, charts, photographs, illustrations. You can quickly get a good introduction to content of a text by looking at these visual displays*** (Seal: 1997:52).

Garis bawahi istilah-istilah penting dan kunci dalam teks yang anda baca
Highlighting Key terms

Skimming

Reading for Main Ideas

Understanding the main ideas and identifying the specific details used to support them is normally your primary task when reading a college text (Seal, 1997:17).

Skimming artinya hanya membaca tiga baris pertama ataupun baris terakhir dari masing-masing paragraph, Karena biasanya ide pokok *main idea* ada di bagian awal maupun akhir suatu paragraf. Dengan strategi *Skimming* ini pembaca akan bisa membaca dengan lebih mahir dan akurat *read more fluently and accurately* (Seal, 1997:24). **Skimming** artinya membaca langsung pada intisari bacaan. *Quickly getting the gist or overview of a passage or book.* Sehingga mempersyaratkan membaca cepat *reading something quickly*, tidak membaca setiap kata *not reading every word*, dan juga tidak menggunakan kamus *not using a dictionary*.

Teks yang biasa dilakukan dengan proses skimming biasanya:

- leaflets
- newspaper articles
- posters

Scanning

Melihat dengan cepat bacaan untuk menemukan informasi yang diperlukan, seperti ketika membaca soal tes, atau ketika harus membuat suatu tulisan, maka haruslah dilatih sampai mahir dan terlatih. (Seal, 1997:10).

Looking at: sentences, words, headings or numbers to find **important information**.

- reading something quickly
- not reading every word
- not using a dictionary

What kind of text do you scan?

- a telephone book
- an instruction booklet
- a newspaper article leaflet or poster for information like a date, a time or about important events

Analyzing paragraph organization

Mengetahui bagaimana suatu paragraph disusun akan memudahkan Anda untuk membaca lebih efektif. Organisasi paragraf dapat dilihat dari kata penghubung **Connectors** yang biasa terlihat di awal paragraf berikutnya.

Understanding Connectors in a Text

Joining parts of a sentence

We use conjunctions like *and*, *but*, *because* and *so* to link two parts of a sentence.

- **Adding information** (+ +)

We use *and* to add more information to the first part of a sentence:

I study maths **and** English.

- **Making a contrast** (+ -)

We use *but* to show how the second part of the sentence is different from the first:

I bought a mobile phone from your shop **but** it doesn't work properly.

- **Giving a reason** (?)

We use *because* to give the reason for the first part of the sentence:

He came to the UK **because** there was trouble in his country.

- **Giving a result** (=)

We use *so* to give the result of the first part of the sentence:

I am a nurse **so** I work long hours.

Detailed reading

Detailed reading means:

- Reading the text **carefully** because you want to understand everything
- using a dictionary

What kind of text do you read in detail?

- a letter from the bank
- a recipe
- instructions

Ada beberapa langkah yang dapat dilakukan dalam kegiatan survey. *The process of surveying* yaitu:

1. ***Automatic decoding***

Berusaha untuk memahami suatu kata dengan sekilas pandang Being able to recognize a word at glance

2. ***Previewing and Predicting***

Giving the text a quick once-over to be able to guess what is to come.

3. ***Specifying purpose***

Knowing why a text is being read

4. ***Identifying Genre***

Knowing the nature of the text in order to predict what the form and content will be.

2. Q -> QUESTION

The more you already know about the topic, the easier it is to read new information on that topic. Asking yourself questions about the topic of a text before you read it will help you recall what you already know (Seal, 1997:18).

Asking questions in an inner dialog with the author.

R1 -> READING

The process of Reading:

Recognizing topics

Finding out what the text about

Classification of ideas into main topics and details

Categorizing words and ideas on the basis of their relationships; distinguishing general and specific

Locating topic sentences

Identifying, where possible, the sentence in a passage which is the generalization

Stating the main idea of a sentence, paragraph, or passage.

Knowing what the author is expressing about the topic.

Recognizing patterns of relationships.

Identifying the relationships between ideas; the overall structure of the text

Identifying and using words which signal the patterns of relationships.

Being able to see connections between ideas by the use of words such as *first, then, later*

Inferring the main idea, using patterns, and other clues;

Recognizing and using pronouns, referents, and other lexical equivalents as clues to cohesion;

Guessing the meaning of unknown words from the context.

Using such clues as knowledge of word parts, syntax, and relationship patterns.

Meningkatkan pemahaman terhadap kata yang kurang dipahami, melalui:

- 1. Menebak arti dari konteks yang tersedia *Guessing Meaning form Context***
- 2. Memahami sejumlah Persamaan maupun lawan kata *Synonyms and Antonyms* (Seal, 1997:10).**
- 3. Berlatih terus membaca dengan teks yang kurang dikuasai sehingga muatan kosa kata barunya sangat kaya *Dealing with unknown word* (Seal, 1997:17).**
- 4. Pelajarilah kata-kata yang sering berhubungan erat dengan topik tertentu *Learning word clusters* (Seal, 1997:18).**
- 5. Pelajari rumpun kata tertentu *Learning collocations***
Collocation means the combination of words that often occur together (Seal, 1997:70).
- 6. Pelajarilah berbagai kosa kata yang sifatnya non teknis *Understanding sub-technical Vocabulary*, seperti misalnya semua tanda baca yang tersedia.**

R2 + R3 -> RECITE and REVIEW

Kedua strategi ini untuk meyakinkan bahwa Anda memang telah benar-benar menguasai teks bacaan, yang dapat diperlihatkan dengan kemampuan:

Highlighting

Memberi tanda khusus terhadap sejumlah informasi dalam bacaan sehingga dapat mudah membaca kembali informasi penting tersebut tanpa harus membaca seluruh

teks, dengan menggunakan marker yang berwarna (disarankan warna kuning) (Seal, 1997:7).

Paraphrasing Causality.

Mengungkapkan kembali teks bacaan dengan menggunakan bahasa pembaca sendiri, serta mengemukakan keterkaitan yang bermakna. *Restructure the sentence and express the sense relations in another way* (Seal, 1997:12).

Summarizing

Menulis ringkasan singkat mengenai teks yang dibacanya, karena dengan cara ini informasi bacaan dapat lebih lama diingat oleh pembacanya. Isi bacaan harus seluruhnya dapat dirangkum tanpa ada yang terlewatkan (Seal, 1997:63).

Mengutip berbagai penelitian dalam tulisan pembaca *Citing studies in your writing* (Seal, 1997:22). Dalam melakukan kutipan ini, perhatikan hal-hal berikut ini:

1. research subject area
2. researcher's names
3. year (usually of publication of the research)
4. research finding.

To cite a study in writing, you can use the following sentence pattern:

In a study of 1, 2, (3) found that 4

Membuat kesimpulan. *Drawing conclusions.* (Mikulecky, 1990: 25-26)

Membaca dengan kritis. *Reading critically.* (Mikulecky, 1990: 25-26)

The process of Speed Reading

Reading faster

Reading fast enough to allow the brain to process the input

SPEED READING TECHNIQUES

- Do not vocalize, that is, say the words under your breath as you read.
- Do not run on your finger or a pencil beneath the words as you read.
- Try to focus on group of words, not individual words.
- Try not to backtrack over the text.
- Guess at general meaning of words you are not sure about.
- Skip over words that you have no idea about and that do not seem too important.
- Slow down slightly for key information, such as definitions and main ideas.
- Speed up for less important information, such as examples and unimportant details.

Adjusting reading rate according to materials and purpose.

Being able to choose speed and strategies needed for the level of comprehension desired by the reader.

LATIHAN

Task 9.2.1

Read the following passage.

Create a group of 5, then discuss in group some important issues discussed in the passage.

Compare with the real condition of education in Indonesia.

Does your group agree with Dr. Spook in rearing and educating children?

D. Extract from a talk by Dr Spock, the pediatrician

I think in previous centuries, and still in the first half of the twentieth century, parents felt they had to intimidate their children, just the way I was intimidated, scolded all the time, made to feel evil, threatened with loss of love, and maybe some kind of punishment. I used to be scared of my parents, I was scared of the policeman on the block. I was scared of my teachers, I was scared of barking dogs, I was scared of bullies. Now I think that it was Freud and Dewey particularly who changed that point of view. Freud said in so many words, it isn't by disciplining or intimidating your children, it's by loving them, then they love you, and they want to be worthy of you, and they want to grow up to be mature people like you. In other words, it's the love between parent and child that makes them mature, and become responsible. And I think it was Dewey who said, you don't have to force children to learn, they're wild to learn. I think both of these philosophers gave parents more trust in

their children. I think my job was to translate this into ordinary language and apply it to ordinary home situations. And that what the book really says is, not only trust yourself as a parent, it says, trust your children. They will want to grow up responsible. So I think, many fewer parents tried to intimidate their children in the last twenty-five years. And I think that's why their children are that independent. So when the Government says, 'Don't reason about the war, go off and light it because we tell you to', young people say. 'Wait a minute, maybe you're not right. Maybe it isn't the right war.' And I think that when universities say to youths, 'Never mind your ideas about how you should be taught, we're in this business, you take it from us.' And I think young people said. 'Well, maybe it is our business. We're the ones who are here for the education.' So I think that I had a small part in translating Freud and Dewey.

LATIHAN

Task 9.2.2. *Pre-reading Task:*

1. Look at the cartoon in the article 'Bringing up a better baby'. Who are the people? What are they doing?
2. Read the first paragraph of the article. Why do present-day Americans disagree with Dr. Spock (the passage above)?

Reading for Information

Now read the article, underline anything that surprises you in Glenn's Doman thinking. Can you find any flaws in their arguments?

Bringing up a better baby (and goodbye Dr Spock)

Dr. Benjamin Spock, the famous American pediatrician, reassured several generations of anxious parents in his best selling *Baby and Child Care*. He wrote 'Your baby is born to be a reasonable friendly human being'. Today's parents are not sure this is enough. There is a growing number of American professional parents with obsessive ambitions for their children. They are dedicating their lives to creating brilliant children. The Age of Spock is over! Why have a merely 'normal' baby when you can have an improved 10 model, a Better Baby. In the world of baby care, common sense has given way to competition and connoisseurship.

The Better Baby Institute

This was founded by an American called Glenn Doman. Four to six times a year the Institute opens its doors to a group of about eighty parents who have paid \$490 each for a 11 seven-day seminar entitled 'How to multiply your baby's intelligence'. After studying children for over forty years. Doman has developed an apparently brilliant, internally consistent, and completely idiosyncratic brand of science that commingles developmental psychology, neurology and anthropology. He introduces the parents to his '89 Cardinal Facts for

Making Any Baby into a Superb Human Being'.

Cardinal Fact No. 6: 'Our individual genetic potential is that of Leonardo da Vinci, Mozart, Michelangelo, Edison and Einstein.'

Doman claims that up until the age of six, when brain growth slows, a child's intellectual and physical abilities will increase indirect proportion to stimulation. Thus any child, given the proper stimuli, can become the next Leonardo.

Cardinal Fact No. 26: 'Tiny kids would rather learn than eat.'

Doman claims that they'd rather learn Greek than baby talk, since higher orders of complexity offer more stimulation. He makes the average adult seem like a tree sloth in comparison with a two-year-old, 'Every kid,' he asserts, 'learns better than every adult'. Parents at the Better Baby Institute learn to regard their mewling puking infants not so much with respect as awe.

So the question is now one of technique. How can parents create the kind of brain growth that leads to expertise in reading, math, gymnastics, and the like? Say you want

to teach your six-month-old how to read. Write down a series of short, familiar words in large, clear letters on flashcards. Show the cards to your infant five or six times a day, simultaneously reciting the word written on each one. With his extraordinary retentive powers he'll soon be learning hundreds of words, then phrases. The idea is to try to treat the baby's mind as a sponge. By the age of three, Doman guarantees, your child will be entertaining himself and amazing your friends by reading 'everything in sight'. In like manner he can learn to perform staggering mathematical stunts, or to distinguish and thoughtfully analyze the works of the Great Masters or the classical composers.

Doman declines to prove his claims to the scientific community; he's happy, he says, as long as parents are convinced. These Professional Mothers (it is usually the mother) turn out to be paragons. Attractive young Mrs DiBattista printed up 9,000 flashcards for five-year-old Michael.

Stout, solemn Mrs Pereira patiently explained that she 'took time off' from her all-day routine of teaching eleven-year-old Josh to devote several weeks exclusively to making Josh's French and Spanish flashcards for the coming year. Wasn't Josh lonely.⁷ 'No', his proud mother replied. He was 'socially excellent'.

What does Dr Benjamin Spock think of the better baby phenomenon? Like most octogenarians he thinks the world has gone to hell; he argues that competitive pressures are taking a psychic toll on most Americans, especially young people, and blames 'excessive competitiveness' for the extraordinary rise in teenage suicide over the last twenty years. Efforts to improve infants' cognitive abilities only prove to him that the scramble for success has finally invaded the cradle.

(adapted from an article in *Harper's and Queen* March 1986)



Task 9.2. 3 *Comprehension Check*

Are the following statements true or false? Put 'T' or 'F' in the box by each one.

- 1 Dr. Spock reassured generations of parents that their babies were instinctively sociable.
- 2 The main ambition of many American professional parents these days is for their children to become integrated member of society.
- 3 The Better Baby Institute runs courses for especially gifted children.
- 4 Doman believes that any individual could be a genius as great as Shakespeare as long as training is started early enough.
- 5 Doman believes that the baby would prefer to learn Greek to its mother tongue because Greek is more challenging.
- 6 Doman maintains that babies can learn to read hundreds of new Words and phrases every day.
- 7 Scientists have proof that Glenn Doman's theory is correct.
- 8 It is a full-time job for parents if they embarks on their training Program.
- 9 Josh Pereira has difficulty getting on with other children.
- 10 Dr. Spock believes it is desirable that parents make every efforts to increase their baby's cognitive abilities.

Kegiatan Belajar 3

1. Berikut adalah tanda baca yang harus mendapat perhatian mahasiswa pada saat membaca maupun menulis essay dalam bahasa Inggris:

Punctuation marks – a summary

Name		Use	Example
.	Full stop	To mark the end of a sentence.	<i>It's my turn.</i>
,	Comma	To separate items in a list. Use and instead of a comma for the last item on the list. To separate parts of a sentence.	<i>I'm going to buy carrots, potatoes, apples and bananas.</i> <i>If I were you, I'd find a new job.</i>
?	Question mark	Used in place of a full stop to indicate a question.	<i>What do you mean?</i>
'	Apostrophe	To show shortened forms and where letters are missing. To show possession.	<i>I'd love another cup of tea.</i> <i>Mark is Nina's husband.</i>
!	Exclamation mark	To show emphasis.	<i>Stop! You're joking!</i> <i>I'm so sorry!</i>
:	Colon	To introduce a list of items.	<i>There are several types of vegetables available: carrots;</i>

			<i>potato; sweet potatoes.</i>
;	Semi-colon	For separating parts of a long compound sentence when the sentence already contains commas.	<i>See the above example.</i>
- or .	Dash or Bullet points	Use when emphasizing a list of items or series of points when laying out text. To start a new line.	<i>The following must be completed before the store is closed:</i> <i>- sweep floors</i> <i>- secure all exits</i> <i>- empty till.</i>
-	Hyphen	Used to join the parts of compound words.	<i>Police are looking for a 19-year-old man.</i>
() []	Brackets	These enclose additional information, less important information, explanations or comments not essential to the main text.	<i>We went on holiday last year to Tunisia with Marina (Artist's friend from college), and my brother.</i>
“ ”	Speech marks	To enclose direct quotes.	<i>“I think you should leave Him this time,” said Tina.</i>

2. Berikut ini adalah Tip yang dapat mahasiswa pergunakan pada saat membuat tulisan/essay, baik yang berbentuk deskriptif maupun argumentatif:

A. *the tips on writing descriptive essay:*

a. *Define the main terms of the topic discussed.*

Definisikan berbagai terminologi inti dari topik yang akan didiskusikan.

b. ***Explain why the topic is important to be discussed.***

Jelaskan mengapa topik tersebut penting untuk didiskusikan.

c. ***Limit the discussion and give the reasons why.***

Batasi pembahasan terhadap topik dan berikan alasan dari pembatasan tersebut.

d. ***Break up the discussion into a number of parts.***

Bagi pembahasan kedalam beberapa bagian kecil.

B. *the tips on writing argumentative essay:*

a. begin with introduction which should have:

- 1) links between the topic and a recent event;
- 2) an issue, phrased as a question;
- 3) a section containing one counter-argument to your own point of view;
- 4) a main idea statement, which is your own point of view,

b. followed by support paragraphs which should:

- 1) begin with a restatement of the main idea statement;
- 2) contain only one support;
- 3) end with an example.

c. ended up with a conclusion which should have a solution to the problem posed by your issue (a suggestion).

LATIHAN

Untuk memperdalam pemahaman Anda tentang materi yang telah diuraikan di atas, kerjakanlah soal latihan berikut ini:

Task 9.3.1

I love teaching children because of these three following reasons:

1. Now, write your outline here.

Firstly, children

Secondly, ..., and

Finally ...

2. Now write your outline here and then write your text under the outline.

BALIKAN DAN TINDAK LANJUT

Cocokkanlah hasil jawaban Anda dengan kunci jawaban KB 3 yang ada pada bagian belakang BBM ini. Hitunglah jawaban Anda yang benar, kemudian gunakan rumus di bawah ini untuk mengetahui tingkat penguasaan Anda terhadap materi Kegiatan Belajar 3.

Rumus:

$$\text{Tingkat penguasaan} = \frac{\text{Jumlah jawaban Anda yang benar}}{10} \times 100\%$$

Arti tingkat penguasaan yang Anda capai:

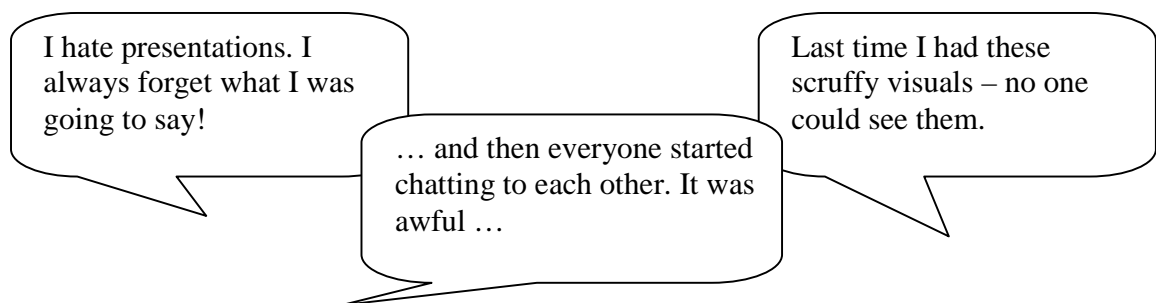
90 - 100% = baik sekali

80 - 89% = baik
70 - 79% = cukup
< 70% = kurang

Apabila Anda mencapai tingkat penguasaan lebih dari 80% atau lebih, **Selamat dan Sukses!** Anda dapat meneruskan dengan Kegiatan Belajar 4. Akan tetapi, apabila tingkat penguasaan Anda masih di bawah 80%, Anda harus mengulangi Kegiatan Belajar 3, terutama bagian yang belum Anda kuasai.

Kegiatan Belajar 4:

4.1 Preparing a presentation



You often need to give a presentation as part of a course you are on, but the skills involved may be useful in future work contexts too. A presentation involves communicating well with a group of people. You need to know what is involved, and practice in order to do it well.

Preparation and planning

- When planning, really think carefully about what you want to cover.

- Make detailed notes and decide on your introduction, your main points and conclusion.
- Remember to include examples to expand your main points.
- Prepare visual aids to illustrate your talk. Make sure they will be big enough to be seen by your audience and practice how you will display them as you prepare them.
- Highlight key points on your notes, draw up a skeleton plan or transfer more concise notes to file index cards for use during the presentation. Make sure headings and key points are highlighted for easy reference.
- Decide on and note appropriate phrases to introduce each stage. Here are some expressions you may find helpful:
 - *... so in my presentation I'd like to talk about ...*
 - *My first point is ... My next point is ...*
 - *So now to my final point.... In conclusion*
 - *If you have any questions, I'll be happy to try and answer them.*
- Rehearse your presentation beforehand. This could be with a friend, or alone. Try standing in front of a mirror. Time yourself. Practice using your visual aid. If necessary test any equipment beforehand.

Giving a presentation

- Have your notes available to refer to while you give your talk, but try not to read them out. If you have practiced you should be able to remember what you want to say using your notes to prompt you.
- Stand in an upright but relaxed way, smile and make eye contact with your audience.

- Pause between points and breathe slowly to avoid rushing. Try to project your voice to the people at the back of the room. Use tone and intonation to add interest and expression to what you are saying.
- Don't forget to ask whether there are any questions at the end.

LATIHAN:

Task 9.4

Performance Assessment through Group Presentation - discussing topics related to children and their worlds: their cognitive, socioaffective, psychomotoric as well as language development, etc. (Peer Assessment Format of the Group Discussion can be seen at the end of this BBM).

A group presents a paper of *the advantages and disadvantages of national examination in our country for the betterment of education* (as one of the example) Then, open the discussion session after the presentation, to train the students to the skills that have been explained in KB1 and KB 4 above).

Kegiatan Belajar 5:

5.1 Job Interviews

Before you even think about applying for a particular post, do your homework and get yourself prepared. Here are some suggestions:

Before the interview

- Research the organization you are applying to. This will help you understand the context of the job and answer questions more effectively.
- Look carefully at the job description and personnel specification (the section in the job information which outlines what the company is looking for in the successful candidate). Make notes and be prepared for questions on each point.

At the interview

- You can take your notes with you. Put them on cards and ask if you can refer to them in the interview. However, don't read your notes from the card or recite them from memory.
- Take your time to think about the answer to a question if you need to. If you are not sure about a question, ask for clarification.

For example:

I'm not sure what you mean by ...could you explain? or

Do you mean ...?

- An interview is your chance to show that you are the right person for the job.
 - Do not give simple yes/no answers.
 - Give direct answers to the questions.
 - Don't ramble or go off the point.
 - Support your answers with examples from your experience.

Yes, I get on very well with people. In my last job, I spent a lot of time dealing with the public. For example, I was often on the customer service desk. I had to deal with queries and complaints. My manager at the time was very complimentary about my communication skills.

- Think about what you **can** do rather than what you can't. Be positive.

Can you use Microsoft Publisher?

No, but I'm very familiar with all aspects of Microsoft Office and I'd be very interested in learning how to use Publisher.

- At the end of an interview, you are usually given the chance to ask questions. Prepare a couple of questions to ask, for example:

What would my main responsibilities be?

Do you provide in-service training?

- Pay attention to body language:
 - Make eye contact with the interviewer(s).
 - Don't fidget, e.g. scratching, playing with your hair and so on.
 - Lean forwards slightly in your chair to appear attentive.
 - Relax and keep calm.

LATIHAN

Task 9.5.1

Group the students in pairs.

Let each pair practice interviewing each other through using the theory above and practicing all the knowledge related to the chosen case (e.g. interviewing someone for furthering study, applying certain jobs, etc.)

5.2 Being assertive

Assertiveness is about getting what you want. Assertiveness is not about being aggressive or shouting.

To be assertive, you need to:

- Express your ideas without feeling guilty or intimidated.
- Express your needs clearly and directly.
- Understand that you are the equal of others. Talk to people adult to adult.
- Show self-confidence. Stand tall, look others in the eye and relax your body.
- Know what your rights are and how to get them.
- Finally, don't back down at the first hurdle.

Task 9.5.2

Role Taking:

Group the students in pairs, and let the students take certain roles in the society, and solve any social problems related to the role.

Here are some examples:

Imagine you chose to sit in a non-smoking compartment on a train because you cannot stand the smell of smoke. Then someone lit a cigarette. What would you do?

Imagine you are waiting in a long queue at the Post Office for 25 minutes when someone pushes in. You are in a hurry yourself. What would you do?

Role 1

Imagine you chose to sit in a non-smoking compartment on a train because you cannot stand the smell of smoke. Then someone lit a cigarette. What would you do?

✓ *I want you to smoke outside. Smoking makes my asthma worse.*
✗ *I'm sorry to be a pain, but do you think you could smoke somewhere else?*

Role 2

Imagine you are waiting in a long queue at the Post Office for 25 minutes when someone pushes in. You are in a hurry yourself. What would you do?

✓ *I've been waiting here for 20 minutes. Would you please go to the back of the queue?*
✗ *Hey. You've got a cheek pushing in like that when we've all been waiting for ages.*

Role 3

You: *I want to talk to the manager.*
Assistant: *I'm sorry, the manager isn't here.*
You: *Then I'd like to talk to whoever is in charge at the moment.*
Assistant: *That's Mr. Baines. He's busy at the moment.*
You: *I'll wait until he's free. It's very important that I speak to someone now.*
Assistant: *OK, perhaps you'd like to wait over there and I'll let him know you're here. Can I take your name?*

5.3 Getting what you want on the telephone

Using the telephone to complain or deal with difficult situations can be intimidating. Thinking carefully and planning beforehand will help you get what you want.

Before you ring

- Write down what you want to say.
- Find out who you need to speak to in the organization.
- Rehearse what you are going to say beforehand. If you think it might be a particularly difficult call, practice with a friend beforehand.

When you ring

- Ask for the correct person by name. If you don't know their name, ask for them by position.
Can I talk to the customer services manager, please?
- Take the name of the person you are talking to.
Who am I talking to? or Could you give me your name please?
- Identify yourself and introduce your reason for ringing.

- If you cannot get through to the right person, leave a message asking them to contact you. Include your name, telephone number and reason for calling.
- If you speak to someone and you are not satisfied, ask to speak to someone else, for example, their manager.
- Ask when you can expect a return call, letter or other action.
- Summarize what has gone on in the conversation with the other person.

So, you're going to refund the cost of the coat to my account by 25th of this month. If that doesn't happen, I should ring you personally. Is that correct?

- Keep a written record of the call, including date, time, name of person you talked to and the agreed action.

LATIHAN

Task 9.5.3.

Group the students in pairs. Practice telephone conversation in different context.

(Examples of the telephone conversation can be found in BBM 1, Task 1).

TEST FORMATIF IX:

✍ All Ending Together Task:

A. Matching column A 'the way parents teach children with column B 'the children response to their parents' treatment'

A	B
If a child lives with criticism, <i>she learns to condemn</i>	s/he learns to be patient.
If a child lives with hostility,	s/he learns justice.
If a child lives with ridicule,	s/he learns to be shy.
If a child lives with shame,	s/he learns confidence.
If a child lives with tolerance,	s/he learns to have faith.
If a child lives with encouragement,	s/he learns to like himself.
If a child lives with praise,	She learns to condemn.
If a child lives with fairness,	She learns to appreciate.
If a child lives with security,	He learns to fight.
If a child lives with approval,	He learns feel guilt.
If a child lives with acceptance and friendship,	s/he learns to find love in the world.

- B. Paraphrase or write using your own words the advantages and disadvantages of treating and creating healthy environment for children as you read the task A.

Six people's childhood memories

- 1 I used to like to do well just to see the look of pleasure on my dad's face. He'd say 'Pal, it's like a tonic to me when you do well -I don't know how I have such clever children!' But I never felt I was being pushed too hard. If I did badly he'd just say 'Well what'll it matter a hundred years from now that you tailed your Geography exam!'
- 2 Whatever I did was just never quite good enough. I wasn't very strong as a child - I used to get attacks of asthma, so I couldn't do PE or games. Well, anyway, when I was twelve I was so thrilled because I was put in the second eleven for cricket. I was so sure he'd be pleased. D'you know what he said? 'Second team? When I was your age I was in the first for cricket, rugby, *unit* hockey.' I fell so crushed, I just crawled away and cried - in private of course!
- 3 Our house was always open to whoever came round. You'd never know how many people would sit down to a meal. My parents were always inviting people in, and my sisters and I brought friends from school. They used to love coming to our house because they were made so welcome. There were no pretty lies, and as long as we tidied up they didn't mind what we did. We called a lot of my parents' friends 'Uncle' or 'Aunt' so-and-so. We never used to know who were our real relations! But what was so nice for our kids was that we grew up surrounded by a lot of adults, not just our parents, so we heard what they had to say, and they listened to our opinions as well.
- 4 I think it started out of sheer boredom - I mean -they gave me every material benefit, pocket money any time I asked; I had my own brand-new BMW when I was seventeen. I wanted for nothing except their time - I mean - they were always so busy, always getting dressed up to go somewhere, and so wrapped up in each other. I really don't know why they had children. They always said it was a mistake! Anyway I started hanging about with this bunch of 'yobbos' and they said 'Try it' - and I thought 'Why not? Who cares?'
- 5 They finally split up when I was four. It's one of my earliest memories - my dad

sitting me on his knee and saying. 'Mummy and daddy have decided to live in different houses and I want you to decide which house you want to live in. Can you imagine asking a child of four? I hadn't a clue what to say, but my very much bigger brother was standing behind him mouthing. 'Say mum, say mum.' So I did. And I never saw my dad again except once when I was about ten -from the top of a double-decker bus. At least, I think it was him - I'm sure it was, that time - only I still keep thinking I see him all over the place. I've had three step-dads - it's not the same.

- 6 She was like a sea of calm, nothing ruffled her, she always had time. Me and the

others would be scrapping about something, and she'd say 'OK, OK. let's calm down, let's go back to the beginning and sort it out - so we did. And it was sorted out!' I remember this school-friend of mine, she fell off her bike and completely smashed her front teeth. She didn't cry because she was hurt, but because her mother was so particular about her appearance. She said 'She'll kill me, she thinks I have such lovely teeth!' I thought 'Gosh - how weird. I couldn't bear it if my mother was like that!' In fact this friend came to my mum first and she rang and told her mum what had happened. Fancy not being able to go to your own **mum!**

- C. 1. Read the above texts carefully!
2. What lesson does each text give you?
3. Which text does really impress and inspire your life?
4. Tell about your unforgotten childhood experience.

BALIKAN DAN TINDAK LANJUT

Cocokkanlah hasil jawaban Anda dengan kunci jawaban KB 5 yang ada pada bagian akhir BBM 9 ini. Hitunglah jawaban Anda yang benar, kemudian gunakan rumus di bawah ini untuk mengetahui tingkat penguasaan Anda terhadap materi Kegiatan Belajar 5.

Rumus:

$$\text{Tingkat penguasaan} = \frac{\text{Jumlah jawaban Anda yang benar}}{10} \times 100\%$$

Arti tingkat penguasaan yang Anda capai:

90 - 100% = baik sekali

80 - 89% = baik

70 - 79% = cukup

< 70% = kurang

Apabila Anda mencapai tingkat penguasaan lebih dari 80% atau lebih, **Selamat dan Sukses!** Anda dapat meneruskan dengan BBM berikutnya, jika ada. Akan tetapi, apabila tingkat penguasaan Anda masih di bawah 80%, Anda harus mengulangi Kegiatan Belajar 5, terutama bagian yang belum Anda kuasai.

 **Reflection**

After studying and participating in this Self Learning Materials 9, I have knowledge and understanding related to:

1.
2.
3.
4.
5.

 **ANSWER KEYS**

Task 9.1.1

Disesuaikan dengan tugas yang diberikan guru di kelas.

Example of the Discussion:

What is your opinion to the implementation of standardized national examination that held throughout the country as you know lately?

- a. I agree in principle, but ... (give your reasons to support your argument e.g. by proposing your own ideas for the betterment of its implementatin);
- b. I absolutely agree to this proposal. ... (state your reasons to support your agreement)

Task 9.2.1

5.

I disagree to Dr Spock theory in rearing children in some ways. Firstly when he discusses ... in line He says that ... (an example) Create your own argument on this issue.

LATIHAN

Task 9.2.2. *Pre-reading Task:*

1. I think the people in the picture are ..., and ... (supports this argument by using your logical reasoning related to the text provided) .
I think they are ... (supports this argument with your logical reasoning related to the text provided).
2. Present-day Americans disagree with Dr. Spock for so many reasons: First ... (supports this argument with your logical reasoning related to the text provided).

Task 9.2. 3 *Comprehension Check*

1	T	2	T	3	F	4	T	5	T
6	T	7	T	8	T	9	F	10	T

Task 9.3.1

(Topik disesuaikan dengan pilihan mahasiswa, sesuai dengan rambu-rambu yang telah diberikan di kelas).

Contoh:

I love teaching children because of these three following reasons:

2. Now, write your outline here.

Firstly, children

Secondly, ..., and

Finally ...

2. Now write your outline here and then write your text under the outline.

Teaching Children (Title)

(Introductory Paragraph)

I love teaching children because of these three following reasons: ..., ... and

(Supported Details/Paragraphs):

Firstly, children ...

Secondly, ...

Thirdly ...

(Concluding paragraph)

Task 9.4

9.4.1 Group Presentation Schedule

PRESENTATION SCHEDULE
CLASS:

PART	SESSION	Date	Date	Date
A	10.30 - 11.00	1	6	11
		Topic: Child Dev: Cognitive	Topic: Music	Topic: Broken Home Children
		Chairperson: Member 1 2 3	Chairperson: Member 1 2 3	Chairperson: Member 1 2 3
B	11.00 - 11.30	2	7	12
		Date	Date	Date
		Topic: Child Dev: Language Dev	Topic: Song for Children	Topic: Child Abuse
Chairperson: Member 1 2 3	Chairperson: Member 1 2 3	Chairperson: Member 1 2 3		

Notes:

- 1 Divide students into 10 groups, each group consists of 4-5 students;
- 2 Select 3 from 4 topic provided for each theme;
- 3 Submit the whole paper for the presentations on (deadline) two weeks before the presentation held:
- 4 Groups which do not become presenters should answer the questions from the text book (the first three groups answer topic 1; the second three groups topic 2, and the last three groups answer topic 3)
- 5 Every presentation will have: 1 paper, 3 answers of topic 1; 3 answers of topic 2, and 3 answers for topic 3

9.4.2

Peer Scoring Format

Date:

Group:

Theme	Group	Aspects to be Assessed	Performance			Fluency		Accuracy		Notes	Teacher Comment
			Appear- ance	Content Mastery	Audience Mngmt	Flow	Lg	Gram- mar	Pronun- ciation		
							Co'fnce				
		CHAIR									
		MEMBER 1									
		2									
		3									
		CHAIR									
		MEMBER 1									
		2									
		3									
		CHAIR									
		MEMBER 1									
		2									
		3									

LATIHAN

Task 9.5.1

Group the students in pairs.

Practice interviewing each other through using the theory above and practicing all the knowledge related to the chosen case (e.g. interviewing someone for furthering study, applying certain jobs, etc.)

Task 9.5.2.

Role Taking:

Role 1

Imagine you chose to sit in a non-smoking compartment on a train because you cannot stand the smell of smoke. Then someone lit a cigarette. What would you do?

✓ *I want you to smoke outside. Smoking makes my asthma worse.*
✗ *I'm sorry to be a pain, but do you think you could smoke somewhere else?*

Role 2

Imagine you are waiting in a long queue at the Post Office for 25 minutes when someone pushes in. You are in a hurry yourself. What would you do?

✓ *I've been waiting here for 20 minutes. Would you please go to the back of the queue?*
✗ *Hey. You've got a cheek pushing in like that when we've all been waiting for ages.*

Role 3

You: *I want to talk to the manager.*

Assistant: *I'm sorry, the manager isn't here.*

You: *Then I'd like to talk to whoever is in charge at the moment.*

Assistant: *That's Mr. Baines. He's busy at the moment.*

You: *I'll wait until he's free. It's very important that I speak to someone now.*

Assistant: *OK, perhaps you'd like to wait over there and I'll let him know you're here. Can I take your name?*

Task 9.5.3.

Group the students in pairs. Practice telephone conversation in different context.

(Examples of the telephone conversation can be found in BBM 1, Task 1).

TEST FORMATIF

A.

Children Learn What They Live

If a child lives with criticism,	s/he learns to condemn
If a child lives with hostility,	s/he learns to fight
If a child lives with ridicule,	s/he learns to feel shy
If a child lives with shame,	s/he learns to feel guilty
If a child lives with tolerance,	s/he learns to be patient
If a child lives with encouragement,	s/he learns confidence
If a child lives with praise,	s/he learns to appreciate
If a child lives with fairness,	s/he learns justice
If a child lives with security,	s/he learns to have faith
If a child lives with approval,	s/he learns to like himself
If a child lives with acceptance and friendship,	s/he learns to find love in the world

B. Title

The Advantages and Disadvantages of Treating and Creating Healthy Environment for Children

Advantages:

Disadvantages:

C. The Most Unforgotten Experience in My Childhood

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