



# E-MODULE FOR ENGLISH SKILLS



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SMA Yadika 12

XI





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**CLASS: XI**

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# ACKNOWLEDGEMENT

Praise be to Allah SWT, who has provided convenience so that the writer can complete the English Language Skills E-Module using Self-Directed Learning correctly and on time. Making this e-module aims to assist students in understanding subjects and applying them to student self-study. The components of this self-directed learning are planning, implementation, observation, and evaluation. This teaching material is not free from shortcomings and errors, so the authors expect criticism and expert suggestions to be needed so that this e-module is perfect and worthy of dissemination.

A string of words of thanks to the authors who have helped in the manufacture of this e-module. In addition, the authors hope that students who study this simple e-module can easily understand it.







# TABLE OF CONTENT

ACKNOWLEDGEMENT .....	i
TABLE OF CONTENT .....	ii
PREFACE.....	iv
A. BACKGROUND OF E-MODULE.....	iv
B. PURPOSE OF E-MODULE .....	v
C. EVALUATION.....	vi
ELEMENTS.....	vii
LEARNING COMPONENT .....	x
INSTRUCTIONS FOR USE .....	xi
BROADCASTING JOURNALISM.....	1
DESCRIPTION .....	3
PANCASILA PROFILE .....	3
LEARNING ELEMENTS .....	4
HOW TO USE.....	4
PROJECT RELEVANCE .....	4
INFRASTRUCTURE.....	5





LEARNING ACHIEVEMENT .....	5
LEARNING OBJECTIVES .....	6
LEARNING MATERIALS .....	7
WATCHING VIDEO .....	8
DISCUSSIONS .....	10
INDIVIDUAL TASKS .....	10
ASSESSMENT .....	11
REFLECTION .....	12
GLOSSARY .....	13
REFERENCES .....	14
BIBLIOGRAPHY .....	17



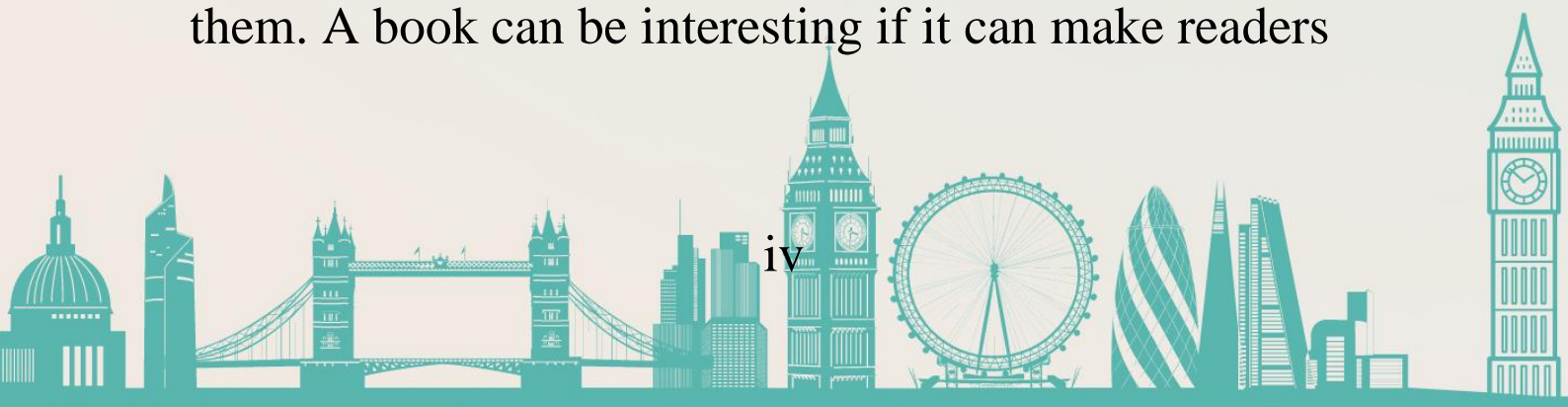


# PREFACE

## A. BACKGROUND OF E-MODULE

To realize a learning process that promotes student independence to increase the efficiency and effectiveness of achieving graduate competencies, students must be encouraged to utilize various learning resources besides the teacher. One of the learning resources that can be used is learning modules presented in the form of manuals or e-modules designed by subject teachers so that students do literacy related to the material they have to learn.

A good learning process can occur if quality learning resources or teaching materials support it. One example that includes teaching materials is a book. Good book quality can be seen from the content and presentation packaging so that books can be of higher quality and attract students' interest in learning/reading them. A book can be interesting if it can make readers





feel at home/happy to read the content presented in the book. A digital book, often an electronic book, can be opened electronically via a computer, laptop, or smartphone.

A digital book is a publication that consists of text, images, and sound and is published in digital form that can be read on a computer or other electronic device. Flipbook PDF Professional is one application that can create attractive, interactive, and cost-effective digital books.

## **B. PURPOSE OF E-MODULE**

This module is presented to students to provide various information related to the competencies to be learned and the efforts that must be made to achieve the learning objectives that have been set. Apart from that, it is hoped that students will be required related to competency skills with literacy of various relevant references. At the same time, this module provides space







for students as "Friends of Thought" teachers by giving input and criticism so that the module's presentation can effectively fulfill the essential competencies expected.

## **C. EVALUATION**

Assessment of English learning outcomes includes three things, among others:

### **1. Attitude Assessment**

Students observe attitudes daily both in and outside of learning by related subject teachers, other teachers, and administrative staff. The minimum attitude value standard is GOOD.

### **2. Knowledge Assessment**

Through assessment of daily assignments and tests, UTS, and UAS. The standard value of knowledge is at least 70.

### **3. Skills Assessment**

Through performance appraisal or practice or application of knowledge. The minimum value standard is 70.







# ELEMENTS

<b>ELEMENTS</b>	<b>DESCRIPTION</b>
Listening	Students are able to act as attentive listeners, show interest in the speech they hear and are able to understand verbal messages and information from audio media, oral texts (texts that are read and/or heard), oral instructions, and conversations related to communication purposes.
Reading Viewing	- Students are able to act as readers and readers who show interest in the text they read or view, are able to read words they recognize everyday fluently, are able to understand information from readings and broadcasts that are viewed about themselves and the environment, imaginative narratives, and poetry





	children, as well as being able to interpret new vocabulary from texts that are read or shows that are viewed with the help of illustrations.
Speaking Presenting	- Students are able to speak politely about a variety of recognized types using the right volume and intonation according to context, able to respond by asking about something, answering, and responding to comments from other people (friends, teachers, and adults) properly and politely in a conversation , be able to express ideas orally with or without the help of pictures or illustrations, and be able to retell a content of information read or heard, and retell narrative texts that are read or read with topics and environments.





## Writing

Students are able to demonstrate initial writing skills correctly (how to hold a writing utensil, eye distance from the book, thickening lines or letters, etc.) on paper or via digital media, develop better handwriting, are able to write descriptive text with a few simple sentences, writing recon texts about personal experiences, as well as rewriting narratives based on fictional texts read or heard, writing procedural texts about everyday life, and writing exposition texts about everyday life.





# LEARNING COMPONENT

## PLANNING

Analyze skills or abilities that aim to plan learning activities and learning objectives and determine learning objectives.

## IMPLEMENTATION

Learn and choose learning methods according to their abilities and desires.

## OBSERVATION

Re-observe their learning during their learning process.

## EVALUATION

The teacher gives students grades according to the learning objectives that have been planned. This assessment is provided through questions as a process of completing student assignments.







## **INSTRUCTIONS FOR USE**

To successfully achieve competency in studying this module, follow these instructions:

1. Studying the e-module must be sequential because the previous material is a prerequisite for studying the following material.
2. This teaching material can be used in independent and group learning activities.
3. In learning activities, students will learn how to understand concepts and solve problems related to English skills.
4. Understand the storyline and do some of the issues.
5. To access this e-module, you need to use the internet and a gadget.
6. Record difficulties and ask your friends or teacher if they cannot be solved.



# BROADCASTING JOURNALISM



INTRODUCTION

LET'S  
LEARN

MIND

MAP

BROADCASTING  
JOURNALISM

LET'S  
PRACTICE





## DESCRIPTION

It creates teaching materials to equip students to write and read report texts as news anchors.

## PANCASILA PROFILE

- Having faith, fearing the Almighty God, and possessing a noble character.
- Global Diversity: Identifying examples of Report text around them in a global perspective.
- Critical reasoning: Identify main ideas, detailed information, and implied information from a report text.
- Creative: Choose or define something you want to describe in the form of Report Text.
- Independent: Confident.
- Gotong royong: Collaboration and caring.







# **BROADCASTING JOURNALISM**

## **LEARNING ELEMENTS**

- Listening – Speaking.
- Reading – Viewing.
- Writing – Presenting.

## **HOW TO USE**

The teacher reads the learning outcomes and chooses materials and assignments that can be adapted to the environment. Alternative terms and tips help teachers apply the material to their teaching.

## **PROJECT RELEVANCE**

This teaching module includes learning outcomes, materials, assignments, enrichment, instructions, and links accessed as teaching materials that will help teachers integrate the material.





## **INFRASTRUCTURE**

Laptop or Computer, Handphone, and Internet.

## **LEARNING ACHIEVEMENT**

At the end of Phase E, students use spoken, written, and visual texts in English to communicate according to the situation, purpose, and audience or reader. The primary references in learning English in this phase are various texts such as narrative, description, procedure, exposition, recount, report, and authentic text. Students use English to convey wishes or feelings and discuss topics that are close to their daily lives or hot issues according to the age of students in this phase. They read written texts to learn something or get information. Implicit inference skills, when understanding information in English, begin to develop. Students produce more diverse written and visual texts, with an awareness of the goals and target audience.





## LEARNING OBJECTIVES

- Analyze and conclude the meaning of social functions, textual structure, and linguistic elements of spoken text in the form of contextual, critical, creative, and polite reports related to the subtopic people, flora and fauna with optimum fluency and accuracy.
- Analyze, conclude the meaning, and evaluate the social functions, text structure and linguistic elements of spoken and written texts that are critically, creatively and honestly related to people, systems and systems. plants and animals in the context of their use with an optimal degree of control. and accuracy.
- Design written texts and deliver them orally to readers as reports on the subjects of people, plants, and animals while paying close attention to social functions, text structure, and linguistic components in a polite, critical, creative, and independent manner with the highest level of fluency and accuracy.





## LEARNING MATERIALS

MATERIAL	DESCRIPTION
<b>Introduction</b>	Students built background knowledge of the text report. <a href="#">ppt</a>
<b>Let's Learn</b>	Students build the simple present tense. <a href="#">ppt</a>
<b>Let's Practice!</b>	Students are guided to produce a draft report text. <a href="#">ppt</a>
<b>Broadcasting Journalism</b>	Students produce report texts in groups in the form of broadcasting journalism which are uploaded to Youtube. <a href="#">ppt</a>







## WATCHING VIDEO

MATERIAL

VIDEO

Report Text



Let's Learn



# BROADCASTING JOURNALISM



Let's Practice



[https://youtu.be/Srykvdo3inc?si=jKABylTSO\\_emv0S](https://youtu.be/Srykvdo3inc?si=jKABylTSO_emv0S)

Broadcasting Journalism




<https://www.youtube.com/watch?v=0WWdzmkTUp0>







## DISCUSSIONS

ACTIVITY	DESCRIPTION
<b>Jamboard:</b>	With teacher instructions, students can collaborate or work in groups
<b>Brainstorming</b>	using the Virtual Whiteboard.
<b>Report Text</b>	



## INDIVIDUAL TASKS

TASKS	DESCRIPTION
<b>Introduction</b>	Report text worksheets that contain vocabulary introduction and report text parts. 
<b>Let's learn!</b>	Worksheet for identification of report text structure. 





## ASSESSMENT

TYPE	TASKS	DESCRIPTION
	<b>Let's practice!</b>	Worksheet for identifying detailed information and compiling report text. 
<b>SUMMATIVE (Project Work)</b>	<b>Let's Write!</b>	Digital storybook text reports made by students in the form of video broadcasting journalism and uploaded on Youtube. 





# BROADCASTING JOURNALISM

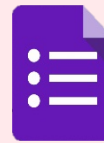
Video Rating  
**Broadcasting Journalism**



Answer the Report text quiz questions.

**FORMATIVE**  
 (Student Ability Test)

**Forms**



## REFLECTION

TASKS	DESCRIPTION
<b>Student Reflection</b>	Students reflect on the end of learning: Reflection 3 – 2 – 1 <b>Form</b>
<b>Teaching Reflection</b>	The teacher reflects on the end of learning: Reflection 3 – 2 – 1 <b>Form</b>







## **GLOSSARY**

<b>TERM</b>	<b>DEFINITION</b>
<b>Report Text</b>	Text that describes an object in general.
<b>General Identification</b>	Various general information from the object to be explained/described
<b>Description</b>	Describes in more detail the details of the object being described
<b>Broadcasting Journalism</b>	An audio recording that the general public can hear via the internet.





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# Thank You









## **BIBLIOGRAPHY**

Bilqis Salsabila S. Safa, S.Pd., was born in Ujung Pandang on April 12, 1997, and now lives in Depok. Completed primary education at Madrasah Pembangunan UIN Jakarta in 2003 – 2009, continued junior high school education at Daar El-Qolam Islamic Boarding School, Tangerang, in 2009 – 2012, continued senior secondary education at Yadika 12 Depok in 2012 – 2015, then continued language courses English at Kampung English Pare in 2015 – 2015, and continued their education at the university level at UIN Syarif Hidayatullah, Faculty of Tarbiyah and Teacher Training Sciences, Jakarta majoring in English Education (PBI) in 2016 and graduated in 2021.



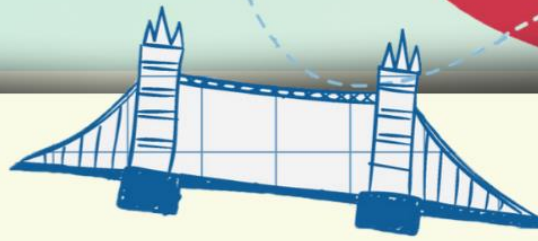


I am studying strata two semesters four at Muhammadiyah University Jakarta, Faculty of Postgraduate School, majoring in Masters in Educational Technology.

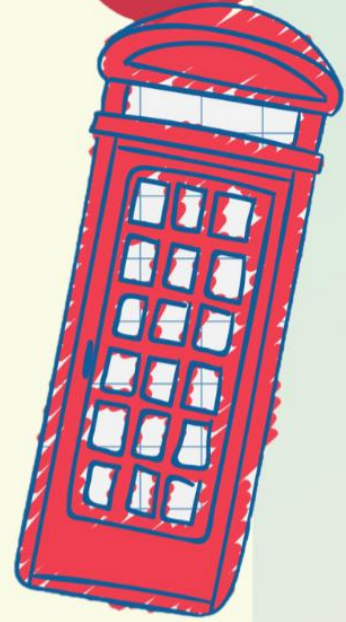
Some experiences aside from being on campus, having taught at MI Soebono Mantofani, Jombang as a substitute teacher to teach Indonesian and English in grades 4 and 5 of SD. Then, he taught at SD Perjuangan, Depok, in July – December 2022 as a homeroom teacher for grade 1 and led English Club. Also, from 2021 - now teaching private lessons for the Depok area.

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In learning a language, we must refer to the correct examples. We will use this example later as a model when we practice. The more authentic learning resources we use, the better results we get.



Books that can provide an overview of how English speakers communicate every day. Many expressions can be found in this book. We cannot translate these expressions word for word. Because if we force it to be translated word for word, then the meaning will be much different.

