



MODUL AJAR

BAHASA INGGRIS

FASE F



Disusun Oleh
SYARLOTA PANDIRI, S.Pd

SMK Negeri 2 Bisnis Manajemen Jayapura
PAPUA 2022



LEMBAR PENGESAHAN

Modul ajar ini dibuat oleh:

Nama : SYARLOTA PANDIRI, S.Pd

Dan digunakan bahan ajar pada:

Mata Pelajaran : Bahasa Inggris

Program Keahlian : Usaha Layanan Pariwisata

Kelas : XI

Sekolah : SMKN 2 BISNIS MANAJEMEN JAYAPURA

Jayapura, 12 Agustus 2022

Mengetahui/Mengesahkan

Kepala Sekolah

Penyusun / Guru Mapel

ELIA WAROMI, S.Pd, M.Pd

NIP. 197407131998021001

SYARLOTA PANDIRI, S.Pd



MODUL PEMBELAJARAN 1

Nama	: Syarlota Pandiri, S.Pd	Program Keahlian	: ULP
Asal Sekolah	: SMKN2 Bisnis dan Manajemen Jayapura	Tahun Ajaran	: 2022/2023

Judul Elemen	Memirsa dan Berbicara (<i>Asking and Giving Opinion</i>)
Deskripsi	Memberikan dan meminta opini atau pendapat pada orang lain.
Kelas	XI ULP
Alokasi Waktu	40 menit x 4 (160 menit)
Jumlah Pertemuan	3
Fase Capaian	F
Profil Pancasila	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia; Berkebinekaan global; Bernalar Kritis; Mandiri; Bergotong royong; Kreatif.
Model Pembelajaran	<i>Inquiry Learning, Project Based Learning (PjBL)</i>
Metode Pembelajaran	Diskusi, Presentasi, Demonstrasi, Simulasi Praktik
Bentuk Penilaian	Asesmen Non-kognitif dan Kognitif
Sumber Pembelajaran	Buku paket, Modul dan Internet
Alat Praktik Pembelajaran	-
Media Pembelajaran	Laptop, Internet, PPT, Papan tulis.
Pertanyaan Pemantik	a. What do you think about me? b. What is your opinion? c. Have you ever watched people debating?



PERTEMUAN 1 (160 Menit)

KEGIATAN AWAL (30 menit)

1. Peserta Didik dan Guru memulai dengan berdoa bersama.
2. Peserta didik disapa dan melakukan pemeriksaan kehadiran.
3. Peserta didik bersama guru membahas kesepakatan yang akan diterapkan dalam pembelajaran.
4. Peserta didik dan guru berdiskusi melalui pertanyaan pemantik:
 - a. What do you think about me?
 - b. What is your opinion?
 - c. Have you ever watched people debating?

KEGIATAN INTI (100 Menit)

1. Peserta didik mendapatkan penjelasan tentang jenis-jenis ekspresi dalam meminta dan memberi opini.
2. Peserta didik diberikan kesempatan untuk mengidentifikasi fitur kebahasaan yang digunakan dalam meminta dan memberikan opini
3. Peserta didik diminta untuk membuat tugas terkait opini di LKPD.

KEGIATAN PENUTUP (30 Menit)

1. Peserta didik menyebutkan poin-poin yang telah dipelajari
2. Peserta didik diberi kesempatan untuk bertanya materi yang belum dipahami.
3. Peserta menerima apresiasi dan motivasi dari Guru untuk tetap semangat mengikuti pembelajaran selanjutnya.

REFERENSI

Eka Mulya Astuti, 2018, *Practice Your English Competence untuk SMK/MAK Kelas X*, Erlangga.

REFLEKSI

1. Apakah adanya kendala pada kegiatan pembelajaran?
2. Bagaimana keaktifan para peserta didik?
3. Kesulitan apa yang dihadapi oleh para peserta didik?
4. Berapa level ketuntasan peserta didik dalam pertemuan ini?
5. Apa saja strategi untuk solusi kendala pembelajaran hari ini?

LAMPIRAN

1. Materi Pembelajaran
2. Lembar Kerja Peserta Didik



MATERI PEMBELAJARAN

“Asking and Giving Opinion”

❖ Asking for opinions

Formal	Semi-Formal	Informal
<ul style="list-style-type: none"> • What’s your position on ...? • I was wondering where you stood on the question of ...? • Would you give me your opinion? • What are your views on ...? 	<ul style="list-style-type: none"> • What do you think of ...? • What do you think about ...? • What’s your opinion? • What’s your opinion of ...? • What’s your opinion about ...? 	<ul style="list-style-type: none"> • How do you feel about ...? • What about ...? • How do you like ...?

❖ Giving Opinion

Giving a Neutral Opinion	Giving a Strong Opinion
<ul style="list-style-type: none"> • I think ... • I feel that ... • In my view ... • It seems to me ... • In my opinion ... • In my experience ... • As far as I’m concerned ... 	<ul style="list-style-type: none"> • I’m absolutely convinced that ... • I’m sure that ... • I strongly believe that ... • I have no doubt that ... • There’s no doubt in my mind that ...

❖ Showing Agreement and Disagreement

Agreement	Disagreement
<ul style="list-style-type: none"> • I absolutely agree with your idea • I’m in line with your opinion • I couldn’t agree with you more • Exactly • I think so • I completely agree with your opinion • I see exactly what you mean! • You’re right. That’s a good point. • That’s right. • I totally agree with your opinion. • Your idea is really excellent 	<ul style="list-style-type: none"> • No, I’m not so sure about that. • I don’t agree! • I totally disagree! • Absolutely not! • That’s not right! • I’m not sure about that. • I disagree with your idea. • I don’t think so. • No way. • I’m afraid I disagree. • I beg to differ. • I’d say the exact opposite. • Not necessarily • That’s not always true. • That’s not always the case.



Agree and Disagree

A. Agreeing with someone

It is easy to agree with someone, on any level of formality: “I agree completely with what you said in your lecture”, or “Yeah, that’s right, Dave.” The only way to get into trouble is by being insincere and only pretending to agree. A person who always agrees with someone else and never has an individual opinion is not respected. This is especially true in employer-employee relationships. If the employee always agree with the boss, the employee is called “Yes-man”. It is OK to disagree with superiors, as long as it is expressed in an acceptable way.

B. Disagreeing with someone.

We disagree with someone when the statement doesn’t stand with our belief or own thoughts. It is okay, to disagree with someone as long as you state it directly. There are two ways to disagree with someone: directly and indirectly.

Direct

Mina : The show finishes at ten o’clock.

Carla : No, it doesn’t. They told me eleven.

Directly

Mario : The show finishes at ten o’clock

Chico : Oh, really? That’s strange. They told me it would be around eleven.

If you are questioning someone’s opinion or judgment, it is better to use indirect techniques, such as:

1. Turning a statement into a question: “Are you sure ...?”
2. Agreeing with part of the other person’s idea: “I agree that X, but Y”
3. Using introductory remarks: “I could be wrong, but ...”

(Vocabulary Bank)

- | | |
|------------------------|--|
| 1. Position: Kedudukan | 6. Opposite: Berseberangan, Bertentangan |
| 2. Wonder: Ingin tahu | 7. Respect: Menghargai |
| 3. View: Pandangan | 8. Sincere: Tulus |
| 4. Convince: Yakin | 9. Judgment: Penilaian |
| 5. Doubt: Ragu-ragu | 10. Statement: Pernyataan |



LEMBAR KERJA PESERTA DIDIK

Agree or Disagree
(Book: Page 6)

Name: _____

Class: _____

Do you agree or disagree with the following statements? Give your reason(s)

1. People are never satisfied with what they have; they always want something more or something different

2. People who earn a lot of money are successful.

3. People behave differently when they wear different clothes.

4. Making mistakes in English is fine as long as people understand you.

5. Women will never be equal to men in the workplace.

Conclusion:



PERTEMUAN 2 (160 Menit)

KEGIATAN AWAL (30 menit)

1. Peserta Didik dan Guru memulai dengan berdoa bersama.
2. Peserta didik disapa dan melakukan pemeriksaan kehadiran.
3. Peserta didik bersama guru memeriksa kesiapan pembelajaran (kamus)
4. Peserta didik dan guru berdiskusi melalui pertanyaan pemantik:
 - a. What did we learn last week?
 - b. What is your opinion about yesterday's material? Is it important?

KEGIATAN INTI (100 Menit)

1. Peserta didik menyebutkan kosakata (vocabulary) yang diberikan oleh guru dari pertemuan sebelumnya.
2. Peserta didik mendapatkan penjelasan materi lanjutan tentang penggunaan *adjective -ed* and *-ing*.
3. Peserta didik diberikan penjelasan tentang penggunaan modal 'should'
4. Peserta didik diminta untuk membuat tugas terkait opini di LKPD.

KEGIATAN PENUTUP (30 Menit)

1. Peserta didik menyebutkan poin-poin yang telah dipelajari
2. Peserta didik diberi kesempatan untuk bertanya materi yang belum dipahami.
3. Peserta menerima apresiasi dan motivasi dari Guru untuk tetap semangat mengikuti pembelajaran selanjutnya.

REFERENSI

Eka Mulya Astuti, 2018, *Practice Your English Competence untuk SMK/MAK Kelas X*, Erlangga.

REFLEKSI

1. Apakah adanya kendala pada kegiatan pembelajaran?
2. Bagaimana keaktifan para peserta didik?
3. Kesulitan apa yang dihadapi oleh para peserta didik?
4. Berapa level ketuntasan peserta didik dalam pertemuan ini?
5. Apa saja strategi untuk solusi kendala pembelajaran hari ini?

LAMPIRAN

1. Materi Pembelajaran
2. Lembar Kerja Peserta Didik



MATERI PEMBELAJARAN

(Grammar focus)

1. Adjectives –ed & –ing.

Adjectives that come from *verbs* (participles) can make two forms:

Verb	Adjective 1: Present Participle	Adjective 2: Past Participle	Meanings
Amuse	Amusing	Amused	menghibur
Bore	Boring	Bored	membosankan
Embarrass	Embarrassing	Embarrassed	memalukan
Excite	Exciting	Excited	menggairahkan
Interest	Interesting	Interested	minat, perhatian
Satisfy	Satisfying	Satisfied	memuaskan
Shock	Shocking	Shocked	kaget
Surprise	Surprising	Surprised	mengejutkan
Worry	Worrying	Worried	khawatir

a.) We used the **–ed** form to talk about how people feel.

Examples:

- I'm *interested* in English
- Galuh was *excited* to go on a bus around Jakarta.

b.) We use **–ing** form to talk about the subject.

Examples:

- It was *surprising* that he got 750 for the TOEIC test.
- Vira thinks Math is *interesting*.

Note:

Every time you use adjectives in your sentence, always put **'to be'** in front of them –or if you already have any verbs in the sentence. 'to be' can be in every tense.

Present	Past	Future
am is are	was were	will be

2. Modal Auxiliary “Should”

a.) We use **should** for giving advice.

Examples:

- You *should* speak to him about it.
- He *should* see a doctor.
- We *should* ask a lawyer.



b.) We use **should** to give an opinion or recommendation.

Examples:

- He *should* resign now.
- We *should* get a second opinion.
- They *should* do something about this critical situation.

c.) **Should** expresses a personal opinion and is much weaker and more personal than **must** or **have to**. It is often introduced by **I think**.

Examples:

- I think they *should* talk to him.
- I don't think they *should* keep the contract.
- Do you think we *should* tell her about this?

3. Verbs followed by "that" clause.

If we want to use clauses with "that", follow the following rules:

a.) after verbs of thinking:

think	believe	expect	decide	hope
know	understand	suppose	guess	imagine
feel	remember	forget		

Examples:

- I hope *that* you will enjoy your holiday.
- She didn't really think *that* it would happen.
- I knew *that* I had seen her somewhere before.

b.) after verbs of saying:

say	admit	argue	reply	agree
claim	deny	mention	answer	complain
explain	promise	suggest		

Examples:

- They admitted *that* they had made a mistake.
- She argued *that* *they* should invest more in the business.
- The children complained *that* they had nothing to do.



LEMBAR KERJA PESERTA DIDIK

(Book: Page 7-8)

Name:

Class:

I. Circle the correct form of the adjective in these opinions.

- I've just read a very amusing | amused book.
- The basketball game was very excited | exciting because both teams played well.
- I was amazed | amazing that your brother did so well in his exam.
- Please go away. You are very annoyed | annoying.
- Are you interesting | interested in politics?
- Everybody was amused | amusing by her imitations of her teachers.
- The walk to the top of the hill was exhausted | exhausting.

II. Fill in the blanks with should / shouldn't.

- If your tooth is still hurting you tomorrow, you _____ to the dentist.
- Pregnant women _____ smoke because it can hurt the baby.
- Listen to that music! Our neighbor _____ play music that loud at this hour.
- Before going to Korea for your holidays, you _____ try and learn the language. You will enjoy things a lot more.
- We _____ leave too late tomorrow if we want to reach the beach before lunch.
- That model in the TV is too skinny. She _____ eat more, I think!

III. Complete the second sentence of each pair with one of the following words in the box.

promised	complains	believes
denied	agreed	

- Sean: "Yes, it was a great concert."
Sean _____ that the concert was great.
- Andy: "I will be on time, I promise."
Andy _____ that he would be on time.
- Rini: "I am not good in Math, I always find it difficult."
Rini _____ that she always has some difficulties in Math.
- Father: "All humans are born equal."
My father _____ that all humans are born equal.
- John: "No, I didn't remove the battery of the laptop."
John _____ that he had removed the battery of the laptop.



PERTEMUAN 2 (160 Menit)

KEGIATAN AWAL (30 menit)

1. Peserta Didik dan Guru memulai dengan berdoa bersama.
2. Peserta didik disapa dan melakukan pemeriksaan kehadiran.
3. Peserta didik bersama guru memeriksa kesiapan pembelajaran (kamus)
4. Peserta didik dan guru berdiskusi melalui pertanyaan pemantik:
 - a. What did we learn last week?
 - b. What is your opinion about yesterday's material? Is it important?

KEGIATAN INTI (100 Menit)

1. Peserta didik bersama guru membahas tugas yang diberikan di pertemuan sebelumnya
2. Peserta didik mendapatkan instruksi untuk membuat kelompok secara berpasangan dan membuat dialog percakapan
3. Peserta didik secara berpasangan dan bergantian melakukan praktek berbicara dengan dialog di depan kelas.

KEGIATAN PENUTUP (30 Menit)

1. Peserta didik menyebutkan poin-poin yang telah dipelajari
2. Peserta didik diberi kesempatan untuk bertanya materi yang belum dipahami.
3. Peserta menerima apresiasi dan motivasi dari Guru untuk tetap semangat mengikuti pembelajaran selanjutnya.

REFERENSI

Eka Mulya Astuti, 2018, *Practice Your English Competence untuk SMK/MAK Kelas X*, Erlangga.

REFLEKSI

1. Apakah adanya kendala pada kegiatan pembelajaran?
2. Bagaimana keaktifan para peserta didik?
3. Kesulitan apa yang dihadapi oleh para peserta didik?
4. Berapa level ketuntasan peserta didik dalam pertemuan in?
5. Apa saja strategi untuk solusi kendala pembelajaran hari in?

LAMPIRAN

1. Lembar Asesmen



ASESMEN

1. Instruksi

- Peserta didik membentuk kelompok berpasangan-pasangan.
- Peserta didik membuat dialog percakapan singkat yang memiliki unsur *agree/disagree*, *adjectives –ed/–ing*, dan *should/shouldn't*.
- Setelah membuat kalimat, kelompok yang siap dapat mempraktekan dialog percakapan mereka di depan kelas.

2. Rubrik Penilaian

	Belum Berkembang	Mulai Berkembang	Berkembang Sesuai Hasil	Sangat Berkembang
Content	Tidak meliputi unsur-unsur materi yang ditugaskan	Meliputi salah satu unsur materi yang ditugaskan	Meliputi semua unsur materi yang ditugaskan dengan kesalahan <u>grammar minor</u> .	Meliputi semua unsur beserta penulisan grammar yang tepat.
Pronunciation	Tidak berbicara dengan jelas	Berbicara cukup jelas namun salah banyak pengucapan	Berbicara dengan jelas dan kesalahan pengucapan minor	Berbicara jelas dan pengucapan sesuai dan benar.
Confidence	Postur tubuh tidak benar dan suara tidak keras	Postur tubuh atau suara ada yang tidak sesuai/jelas	Postur tubuh bagus dan suara cukup jelas, kurang ekspresif.	Postur tubuh sesuai, suara lantang dan ekspresif.

3. Kesimpulan
