

PENGANTAR

Pembelajaran Bahasa Inggris pada masa kini menerapkan Text-Based Learning Approach (Pendekatan Pembelajaran Berbasis Teks).

Berbagai jenis teks esai bahasa Inggris yang diajarkan di SMP meliputi Descriptive, Report, Recount, Narrative, dan Procedure.

Modul pembelajaran ini dimaksudkan sebagai salah satu penunjang belajar siswa dalam mempelajari 'Recount Text'. Selain teori, modul pembelajaran ini juga dilengkapi dengan latihan dan tes pada keterampilan berbahasa Reading (membaca), dan Writing (menulis).

Sebagai penunjang, modul ini juga penyusun lengkapi dengan CD multimedia pembelajaran yang dapat siswa gunakan untuk belajar secara mandiri.

Mengingat modul pembelajaran ini dibuat dalam waktu yang relatif kurang untuk menghasilkan sebuah karya yang dapat dikatakan sempurna, maka tentu masih perlu adanya perbaikan dan penyempurnaan. Oleh karena itu kritik dan saran membangun sangat diharapkan.

Semoga bermanfaat.

Penyusun

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I

STANDAR KOMPETENSI, KOMPETENSI DASAR, INDIKATOR, TUJUAN PEMBELAJARAN

READING

STANDAR KOMPETENSI

memahami makna teks tulis fungsional dan essei pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

KOMPETENSI DASAR

merespon makna dan langkah retorika dalam essei pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitardalam teks berbentuk *descriptive* dan *recount*.

INDIKATOR

Dengan *nilai jujur, rasaingin tahu, mandiri, kerja keras, dan senang membaca* dapat menemukan tujuan komunikatif teks, gambaran umum, informasi tersurat/tersirat, makna kata/frase, rujukan kata, dan pokok pikiran dari teks yang berbentuk *descriptive* dan *recount*.

TUJUAN PEMBELAJARAN

Setelah mempelajari modul ini diharapkan siswa dapat:

- Menjelaskan tujuan dari teks
- Menjelaskan informasi yang terdapat dari teks
- Mengidentifikasi langkah retorika teks recount

WRITING

STANDAR KOMPETENSI

Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

KOMPETENSI DASAR

Mengungkapkan makna dan langkah retorika dalam essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima berterima untuk berinteraksi dengan lingkungan sekitardalam teks berbentuk *descriptive* dan *recount*.

INDIKATOR

Dengan *nilai jujur, rasa ingin tahu, mandiri, dan kerja keras* dapat:

1. melengkapi teks rumpang berbentuk *descriptive* dan *recount*.
2. menulis teks essei sederhana berbentuk *descriptive* dan *recount*.

TUJUAN PEMBELAJARAN

Setelah mempelajari modul ini diharapkan siswa dapat:

- Melengkapi paragraph rumpang dengan kata yang sesuai
- Menyusun kata menjadi kalimat bermakna
- Menyusun kalimat menjadi paragraf padu berbentuk recount

II

MATERI BELAJAR

ABOUT RECOUNT

A. WHAT IS RECOUNT? (Apakah yang dimaksud teks recount?)

Recount memiliki tujuan untuk menguraikan tentang kejadian atau peristiwa yang berlangsung/terjadi pada waktu lewat/lampau. Dilihat dari tujuan yang digunakan untuk memaparkan peristiwa yang sudah lewat, recount mirip dengan anekdot. Perbedaan utamanya adalah bahwa anekdot memiliki unsur lucu. (Linda Gerot, Peter Wignell 1994)

Recount memiliki tujuan untuk menguraikan tentang kejadian atau peristiwa yang berlangsung/terjadi pada waktu lampau.

Recount sering digunakan pada :

- Jurnal
- buku harian
- surat pribadi
- biografi / autobiografi
- sejarah
- pengalaman
- dan sebagainya

B. GENERIC STRUCTURE (Struktur Generik)

Struktur Generik teks Recount terdiri dari:

1. Orientasi/Pendahuluan (Orientation)

memberi pembaca/pendengar latar belakang/informasi awal mengenai hal yang diceritakan. Orientasi berisi tentang pelaku/tokoh (manusia atau binatang), peristiwa/kejadian, waktu, tempat, dan situasi.

2. Urut-Urutan Kejadian (Series of Events)

daftar peristiwa/kejadian berdasarkan urutan kejadiannya

3. Komentar Pribadi / Reorientasi (Reorientation)

berisi tentang rangkuman dari seluruh isi cerita dan atau komentar pribadi atau penilaian atas peristiwa yang terjadi. Reorientasi sifatnya opsional (bisa ada atau tidak ada).

C. LANGUAGE FEATURES (Ciri Kebahasaan)

✚ USE OF PAST TENSE (Penggunaan Past Tense)

Salah satu ciri khas teks recount adalah penggunaan past tense. Perhatikan dan cermati kalimat di bawah.

- I **am** never late to class, but I **was** late this morning because my bicycle broke down on the way.
- My father usually **gets** up early, but this morning he **got** up very late.
- After school I always **go** home straight away. Yesterday I **didn't**. I **went** to see a friend in the hospital.

✚ USE OF TIME CONNECTOR (Kata sambung/penghubung berkenaan dengan waktu)

- after (setelah/sesudah)
- before (sebelum)
- as (sementara)
- until/till (sampai)
- finally (akhirnya)
- after that (setelah itu)
- as soon as (segera setelah)
- at first (pada awalnya/mulanya, pertama-tama)
- first, second, ... (pertama, kedua, ...)
- suddenly (tiba-tiba)
- when (ketika/manakala)
- while (sementara)

- then (kemudian)
- at that moment (pada saat itu)
- at that time (pada saat itu)

✚ **USE OF ADVERB OF TIME** (Penggunaan kata keterangan waktu)

Recount merupakan jenis teks yang digunakan untuk mengungkapkan atau menceritakan kejadian/peristiwa yang berlangsung pada waktu lampau. Maka keterangan waktunyapun juga lampau, misalnya :

- yesterday
- the day before yesterday
- just now
- last night, last Sunday, last week, last month, last ...
- two days ago, three years ago, ... ago
- etc.

D. KINDS OF RECOUNT (Jenis teks Recount)

1. **Personal Recount**

paparan tentang suatu kegiatan di mana penulis / pembicara terlibat atau melakukannya sendiri.

Misalnya; kejadian sehari-hari yang ditulis dalam buku harian (diary).

2. **Factual Recount**

merupakan catatan tentang suatu kejadian nyata.

Misalnya;

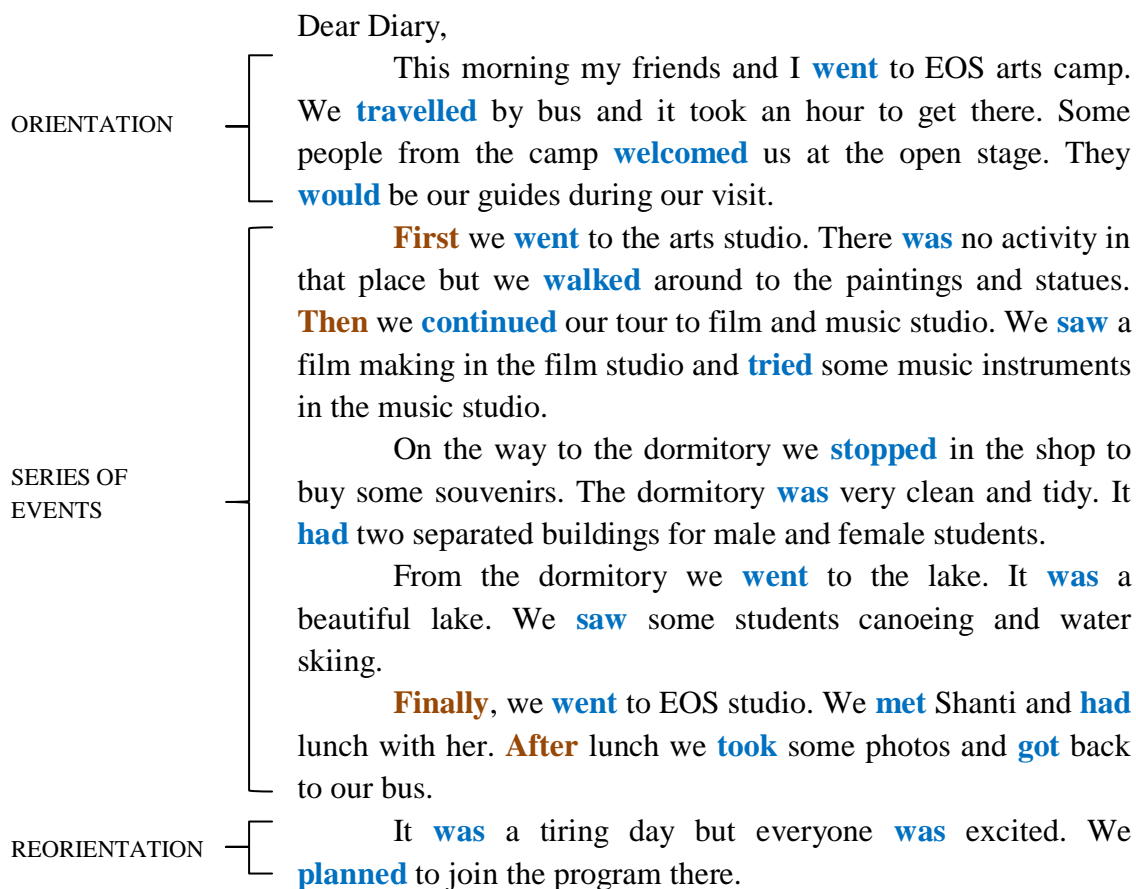
- laporan percobaan ilmiah ketika pelajaran biologi,
- laporan polisi, laporan kejadian yang ada koran/majalah, penjelasan sejarah, dsb.

3. **Imaginative Recount**

suatu kejadian yang tidak nyata terjadi (rekaan).

Misalnya; bacaan-bacaan untuk pelajaran bahasa, cerita tentang seorang budak, dsb.

EXAMPLE



PAST TENSE

Perhatikan kata berwarna biru.

PERSONAL PRONOUN

Penggunaan kata ganti 'I' dan 'we' menunjukkan bahwa teks tersebut Personal Recount.

TIME CONNECTOR

first, then, after, finally

Perhatikan contoh berikut dan analisislah.

Dear Grandpa and Grandma,

Yesterday at my school we had an International day. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in customs. We started our day off with performances. The performance I was in was Labamba but one I liked best was the one from fourth grade. Straight after the performances we had our lunch. There were food stalls. They came from Australia, Asia, Arab, and Greece. Everyone had a job. I did my job after I had lunch. My job was to sell International Day Books. We had displays in the hall. These displays were good. The displays came from a lot of countries. There were also a Trash and Treasure stall where they sold toys. The school got these things by asking the children to bring them in. Although I didn't win anything, International day was still fun.

PLEASE SEND ME A CARD

Postcards always spoil my holidays. Last summer I went to Italy. I visited museums and sat in public gardens. A friendly waiter taught me a few words of Italian. Then he lent me a book. I read a few lines, but I did not understand a word. Everyday I thought about postcards. My holidays passed quickly, but I did not send any cards to my friends. On the last day I made a big decision. I got up early and bought thirty seven cards. I spent the whole day in my room, but I did not write a single card.

SHOPPING MADE EASY

A detective recently watched a well dressed woman who always went into a large store on Monday morning. One Monday, there were fewer people in the shop than usual when the woman came in, so it was easier for the detective to watch her. The woman first bought a few small articles. After a little time, she chose one of the most expensive dresses in the shop and handed it to an assistant who wrapped it up for her as quickly as possible. Then the woman simply took the parcel and walked out of the shop without paying. When she was arrested, the detective found out that the shop assistant was her daughter. The girl 'gave' her mother a free dress once a week!

STICKY FINGERS

After breakfast, I sent the children to school and then I went to the market. It was early when I returned home. The children were still at school, my husband was at work and the house was quiet. I decided to make some tarts for tea. In a short time I was busy mixing butter and flour and my hands were soon covered with sticky pastry. At exactly that moment, the telephone rang. I picked up the receiver between two sticky fingers and was dismayed when I recognized the voice. It was Mrs. Bates. It took me ten minutes to persuade her to ring back later. At last I hung up the receiver. There was pastry on my fingers, on the telephone, and on the door-knobs. Suddenly, the bell rang, very loudly. This time, it was the postman. He wanted me to sign for a registered letter. What a mess!

CAPTAIN JAMES COOK (biography)

James Cook, perhaps the greatest of all English explorers, was born into a poor farming family in Yorkshire in 1728. When James was still young his father was made a farm manager and the family became a bit more prosperous. James had a little education before he started to work, first with a grocer and then with a ship owner. His second employer helped him to study further, but at the age of 26, James Cook made the biggest decision of his life - to join the British Navy.

Not many people are willing to go backwards in life but James Cook did. The ship owner had just offered him a chance to be in charge of a ship. Instead he became an ordinary sailor on low pay. Why? He loved the sea and he felt that because England was at war with France, he could become an officer quickly. His gamble paid off. On his first ship he met a captain who appreciated his abilities and helped him. Within a month he was promoted. In the next ten years he made many trips to North America. He became famous for his maps of the coast and rivers and was soon well known as an excellent leader and navigator.

When Cook was 40 years old, the British Navy chose him for an unusual job. He was given command of an ugly, flat-bottomed ship called the Endeavour. Both captain and ship were chosen for their experience and reliability. The Endeavour made one trip but James Cook completed three more trips before he was killed in Hawaii.

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VISIT TO THE BREWERY

Ian and Lucy asked us to visit the brewery.

Firstly we met at the big wheel on the corner of Bellevue Street and Milton Road, five minutes before the tour began.

Then we divided into three groups and went into the brewery in different ways. During the tour we saw how the machines made the beer from beginning to end.

After this we went to the bar to watch the video about the brewery's history while we drank beer.

Finally we asked our guides some questions. Before we left two of our classmates thanked them for their attention and help. Then we left to go to our homes.

III LATIHAN

READING

AN ACCIDENT

One evening I went out with my friend, Yanto for a dinner in a restaurant. After having dinner, we went home at 9.30 and I offered to take Yanto's home. We were driving along when, suddenly, a car drove very fast us out of control. The car crashed and after that it burst into flames.

Hurriedly we ran to the burning car. When we got there, we saw three people trapped inside. They were screaming and we had to get them out. It was incredibly not when we open the door.

The driver was sitting inside, unconscious, we got him out and then went back for the other two people. I had to climb over the front seats to get to them. Surprisingly, they were able to walk away from the car. Meanwhile, some people who were watching from a nearby campsite, called the emergency services.

1. The writer and his friend went to the restaurant by ...
 - a. motorbike
 - b. bicycle
 - c. bus
 - d. car

2. What is the main idea of the third paragraph?
 - a. The driver got out of the car freely.
 - b. The writer helped the victims out of the car.
 - c. Yanto helped the people alone.
 - d. The police called emergency services.

3. "I had to climb over the front seats to get **them**". (paragraph 3)
The word "them" in the sentence refers to

- a. the other two victims
- b. the policeman
- c. some people
- d. the driver

The Chrisye Concert was great. It was held on last Sunday in Jakarta Convention Center, Senayan Jakarta. The concert was accompanied by an orchestra led by Erwin Gutawa. It was a wonderful orchestra and Erwin Gutawa conducted excellently. Beside Chrisye, there were some other singers, such as Sophia Latjuba, Ari Laso and A. Rofiq. They did very amazing performances and sang beautifully.

4. What is the text about?
- a. The Chrisye Concert
 - b. The Erwin Gutawa Concert
 - c. The concert of Sophia Latjuba
 - d. The performance of famous singers
5. Which of the following statements is not true based on the text?
- a. The concert was exciting.
 - b. The audiences were unsatisfied.
 - c. The performance was amazing.
 - d. The Chrisye Concert was excellent.
6. How many singers were there in the concert?
- a. Four
 - b. Five
 - c. Six
 - d. Seven
7. 'They did very amazing concert'
- The word 'They' refers to
- a. Listeners
 - b. Singers

- c. Viewers
- d. Audience

8. 'Erwin Gutawa conducted excellently'

The underlined word means

- a. Composed
- b. Directed
- c. Constructed
- d. Presented

Mr. and Mrs. Charley had a guided tour to five countries in Europe. They were going to travel through Netherland, Belgium, Germany, Switzerland, and France for two weeks.

The guide of the tour was a Swiss. On the first day, he told Mr. Mrs. Charley to check the passports and their foreign cash. He told them to keep them safely.

They travelled on a comfortable coach with a toilet, music and video. They shopped at many famous places. The guide explained everything about the places. They stayed in a big hotel for the night, and ate in a restaurant.

On the way, they stopped at a small inn to have lunch. In a big town they went for shopping. They bought many souvenirs for their friends. They enjoyed the two week tour.

9. The text is about

- a. Shopping in a big town
- b. Staying in a famous place
- c. Eating in a big restaurant
- d. Travelling for a trip

10. Where did Mr. and Mrs. Charley go for a tour?

- a. Africa
- b. Europe
- c. Australia
- d. America

11. How many people were on the two week tour?

- a. Two
- b. Three
- c. Four
- d. Five

12. 'He told them to keep them safely.' (Paragraph 2)

The underlined word refers to

- a. The passports
- b. Mr. Charley and the guide
- c. Mr. and Mrs. Charley
- d. Mrs. Charley and the guide

13. 'They enjoyed the two week tour.'

The underlined word has the same meaning as

- a. became amazed at
- b. got bored with
- c. became addicted to
- d. got pleasure from

We were six Finnish travelers, who spent one week in Tunisia, in March 2007. Our group was interested in history, somewhat more than sunbathing and/or drinking beer. Originally we made a reservation for a journey to Luxor, Egypt, for the autumn of 1997. The journey was cancelled by the travel agency, because the terrorist attack. We thus were in a hurry to change our plan and to find a new place to travel to. we wanted to have sun, historical monuments, ruins and all those for less than \$500 for one week.

We did not have a lot of choices, and decided to travel to Tunisia. As I turned out, that was not all bad decision. When we left for our travel to Tunisia we did not have any 'deep' knowledge about the country, its history or its culture, but once we made it there we found the country was very interesting.

There were a lot of things to see, such as the ruined of Roman Empire; the third biggest Amphitheatre of the world, ruined towns of Dougga, Thuburbo Majus, Chartage, Bulla Regia, and Sbeitla. These places were not just around the corner, but with a little time and some patience, they offer a lot to see.

Beats of all, most of the places have almost unrestricted access for a visitor to wander around. if you were really interested in the history of Roman Empires, Tunisia was well worth to visit.

14. What is the text about?

- a. The culture of Tunisia
- b. Travelling to Tunisia
- c. Interesting places
- d. All Finnish travelers

15. What is the purpose of writing the text?

- a. To inform people about Tunisian Histories in Roman
- b. To influence the readers to visit Tunisia for Vacation
- c. To entertain the reader and the writer's friends
- d. To tell readers the writer's experience in Tunisia

16. The travel agency cancelled the Finnish travelers' journey to Luxor because

- a. Egypt was not an interesting place for them at that time.
- b. it was too far for them to reach this country by land.
- c. it was afraid that the travelers would be attacked by terrorists.
- d. the travelers wanted to change their holiday destination.

17. '... they offer a lot to see.'

What does the word 'they' refer to?

- a. new things around the corner
- b. a lot of choices to see
- c. ruined towns such as Dougga

- d. interesting places in Tunisia

An Excursion to the Botanical Garden

On Thursday 24 April we went to the Botanical Gardens. We went down and boarded the bus.

After we arrived at the garden, we walked down to the Education Centre. The third grade students went to have a look around. First, we went to the first farm and Mrs. James read us some information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanical Garden and had a morning tea break.

Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have a walk.

A lady took us into a special room and introduced herself then she explained what we were going to do. Next she took us a pyramid terrarium. It was really interesting.

After we had finished, we met the fourth grade students outside the gardens. Then we reboarded the bus and returned to school.

18. What kind of text is the text above?

- a. recount
- b. narrative
- c. report
- d. procedure

19. The writer of the text is

- a. a fourth grade students
- b. a third grade students
- c. Mr. and Mrs. James
- d. a school teacher

20. What did the fourth grade students do after lunch?
- They had a walk.
 - They returned to school.
 - They made their terrarium.
 - They went to a pyramid terrarium.

WRITING

- I. Complete with suitable words provided in the box.

Bob and Luc were having a trip on a (1) . . . from the Virgin Islands to Miami when suddenly the boat (2) . . . a rock and began to (3) They quickly loaded a small (4) . . . dinghy with food and tins of beer. They rowed for a few miles across the Caribbean until they arrived at a tiny coral island.

There were hardly any trees on the island and there was no fresh water. The two men worked hard to (5) They collected rainwater in the rubber dinghy and caught some fish and (6) . . . in the sea. They ate lobster and fish everyday.

After a week on the island, the two men got (7) . . . and desperate. They tried to ask help from the passing ships or planes by (8) . . . their clothes, but it never succeeded. Meanwhile, summer came. There was no (9) . . . at all. They began to get very thirsty.

Two weeks later a passing tanker rescued them. Bob and Luc were (10) . . . to be home again.

lobster	sink	waving	rain	hit
rubber	happy	boat	survive	bored

- II. Rearrange the jumbled words to make a good sentence.

- had - my – yesterday - accident - sister – an
- some – hospital – took – to – her – the nearest - people
- had – in – for – week – a – stay – she – to – hospital - the

- III. Rearrange the following sentences to make a good text.

1. The man smiled pleasantly. He did not understand English. He spoke German. He was a tourist.
2. Last week Mrs. Mills went to London. She did not know London very well and she lost her way.
3. He opened the book and found a phrase. He read the phrase slowly, "I'm sorry, I do not speak English."
4. Then he put his hand into his pocket and took a phrase book.
5. Suddenly she saw a man near a bus-stop, then she asked him the way to King Street.

IV TES

READING

A WET NIGHT

Late in the afternoon, the boys put up their tent in the middle of a field. As soon as **this** was done, they cooked a meal over an open fire. They were all hungry and the food smelt good. After a wonderful meal, they told stories and sang songs by the camp fire, but some time later it began to rain. The boys felt tired so they put out the fire and crept into their tent. Their sleeping bags were warm and comfortable, so they all slept soundly. In the middle of the night two boys woke up and began shouting. The tent was full of water! They all leapt out of their sleeping bags and hurried outside. It was raining heavily and they found that a stream had formed in the field. The stream wound its way across the field and then flowed right under the tent. In the morning they were all wet but they went home happily. It was a wonderful experience.

Answer the following questions based on the text.

1. The first sentence is the ... of the text?
 - a. Orientation
 - b. Event
 - c. Reorientation
 - d. identification

2. 'As soon as **this** was done, ... (second sentence)' The word 'this' refers to ...
 - a. putting up the tent
 - b. telling stories
 - c. cooking a meal
 - d. singing song

3. What did the children do after having dinner?
 - a. going home

- b. sleeping
- c. cooking a meal
- d. having a campfire

4. They were all hungry and the food smelt **good**.

‘good’ in this case means ...

- a. beautiful
- b. delicious
- c. lovely
- d. happy

I always love beach, so when my father decided to go to the beach last weekend, I agreed at once. I brought everything I need at the beach like swimming suit, towel, sunglasses, pocket camera and hat.

Arriving at the Anyer beach on Saturday afternoon, I rushed to the beach to catch the sunset. Watching the red sky in the horizon and the sun went down slowly was amazing. The hotel for us to stay was small but clean. The hotel staffs were wonderful. They were so friendly. But the most important is its location was near the beach.

Early in the morning I walked along the beach. I found a beautiful place to lie. I enjoyed the sunrise while lying on the sand. My mom brought my breakfast. A moment later AI decided to learn to surf. I hired a surfing board. I found that surfing was not easy at all. I fell many times but it was fun. I played in the water all day. I loved every minute of my holiday there, the whole relaxing atmosphere was fabulous and a real change from my usual busy life.

In the afternoon we came back home. I felt fresh and ready to do my daily activities.

Answer the following questions based on the text.

5. What did the writer do as soon as he arrived at the beach?

- a. went surfing
- b. enjoyed the sunrise
- c. played in the water
- d. watched the sunset

6. From the text above we can conclude that the writer
- went to the beach at the first time
 - often went to the beach
 - good at surfing
 - went to the beach alone
7. Paragraph three tells us about ...
- the writer's activities at the beach on Sunday
 - the reason why the writer loves beach
 - the writer's experience in the hotel
 - the way the writer learns to surf
8. '... its location was near the beach.' The underlined word refers to ...
- the horizon
 - the sky
 - the sunset
 - the hotel

My friends and I had a very good experience in Toraja. We went there via Malino, the Bugis region and lake Tempe. We took a long tall boat for passing the lake. We saw women and children washing and fishermen doing fishing. We also saw floating houses on the lake. We were very impressed by Toraja culture and the view on the highest mountain of Sulawesi.

Answer the following questions based on the text.

9. The text tells us about
- a good experience of a trip
 - a helpful guide of a trip
 - an impressive of Toraja culture
 - a very beautiful Lake Tempe

10. What does 'we' in the text refer to?

- a. The writer and the women
- b. The writer and his friends
- c. The writer and his family
- d. The writer and the fishermen

WRITING

I. *Fill in the blanks with suitable words.*

Yesterday was Sport Day. Maya (1) ... part in the 400 meters hurdles. She had been training for three full months (2) ... she represented her class team. She hoped to win the gold medal.

Maya was very nervous at the starting point. As soon as the gun shouted, everyone started running. Maya ran as fast as she could and jumped over the hurdles well. She was leading. However, just before she reached the (3) ... line she suddenly twisted her ankle. Kneeling on the tracks, Maya cried out. Many of her friends and teachers quickly came to help her. Everyone was worried and asked her how she (4)

Though Maya (5) ... not win the race, she was pleased to know that she had so many friends who care about her.

- 1.
 - a. take
 - b. took
 - c. was taking
 - d. has taken

- 2.
 - a. because
 - b. and
 - c. but
 - d. so

- 3.
 - a. start
 - b. middle

- c. center
 - d. finish
4. a. is
- b. has
 - c. was
 - d. had
5. a. did
- b. does
 - c. was
 - d. will

II. Rearrange the jumbled words to make good sentences.

- 6. stopped - on - me - last – my way – the police – night - home.
- 7. opened – after – the man – it – the wallet – receiving.
- 8. was – father – arrived – home – when – studying – I - my.
- 9. went – yesterday – shopping – mother – my.
- 10. father – bought – a – me – my – bicycle – last week – new.

III. Rearrange the sentences to make a good paragraph.

- 1. We stayed at Della’s house in Yogyakarta.
- 2. On Sunday, mom and I went shopping with Della.
- 3. It has a big garden with a lot of colorful flowers.
- 4. We went to some antique shops and I tried on some old hats.
- 5. On Saturday, we went to Yogyakarta

V

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LAMPIRAN

KUNCI JAWABAN

LATIHAN

READING

1. D
2. B
3. A
4. A
5. B
6. A
7. B
8. B
9. D
10. B
11. B
12. C
13. D
14. B
15. D
16. C
17. D
18. A
19. B
20. A

WRITING

- I.
 1. boat
 2. hit
 3. sink
 4. rubber
 5. survive
 6. lobster
 7. bored
 8. waving
 9. rain
 10. happy

- II.
 6. My sister had an accident yesterday.
 7. Some people took her to the nearest hospital.
 8. She had to stay in the hospital for a week.

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TES

READING

1. A
2. A
3. D
4. B
5. D
6. B
7. A
8. D
9. A
10. B

WRITING

- I.
 1. B
 2. A
 3. B
 4. C
 5. A

- II.
 6. The police stopped me on my way home last night.
 7. The opened the wallet after receiving it.
 8. I was studying when my father arrived home.
 9. My mother went shopping yesterday.
 10. My father bought me a new bicycle lat week.

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