



HOTS-Oriented Module:

Text-Based Learning Model

Author:

SEAQIL's Team



Publisher:

SEAMEO QITEP in Language

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Publisher SEAMEO QITEP in Language

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ISBN:

978-623-95683-3-7

E-ISBN:

978-623-95683-4-4

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www.qiteplanguage.org

First edition: 2020

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FOREWORD

SEAMEO QITEP in Language (SEAQIL), a Centre whose main tasks are to improve the quality of language teachers in the Southeast Asian region, design programmes based on national policy formulated by the Ministry of Education and Culture of the Republic of Indonesia (*Kementerian Pendidikan dan Kebudayaan/Kemendikbud*) and regional policy, which is the Ministry of Education and Culture's Strategic Plan oriented towards the 2015—2019 National Medium-Term Development Plan (*Rencana Pembangunan Jangka Menengah Nasional/RPJMN 2015—2019*)-II, and SEAMEO 7 Priority Areas.

The national policy, RPJMN-III, aims to create human resources, i.e., teachers, who fulfill regional standards to be able to compete with teachers from other countries. It can be achieved through the expansion of quality education services by implementing Indonesian 2013 Curriculum, which aims to improve teachers' professionalism. Increasing professionalism has become the target of the Southeast Asian Ministers of Education Organization (SEAMEO), whose one of its priority programmes is to revitalize teacher education.

Referring to national and regional policies, the Centre implements the Education and Training Program of Higher Order Thinking Skills (HOTS)-based Language Teaching Methodology to improve the professionalism of language teachers. Therefore, the teachers can carry out learning activities using HOTS-oriented teaching models, which is one of skills developed in the 21st century curriculum. Teachers can facilitate students to think critically, logically, reflectively, metacognitively, and creatively by developing HOTS in learning.

As a complement to the training, the Centre developed a module of a learning model. This module contains concepts along with practical illustrative models for the teachers to use as teaching guideline. The module went through several processes in the preparing: Focus Group Discussion with teaching experts, Workshop on Module Validation and Trial, which were participated by teachers as the respondents and validators of this module.

At last, this module is expected to bring some benefits to teachers, especially the training participants. Any advice and suggestions to improve the module quality will be greatly appreciated.

Jakarta, February 2019
Director,

Bambang Indriyanto
NIK 19580910201701130

ACKNOWLEDGEMENTS

This publication of this module would not have been possible without the contribution from many parties that have supported us throughout the production process. Thus, in this section, we would like to give acknowledgements to those parties.

It was started back in 2018 when Dr Bambang Indriyanto—Director of SEAMEO QITEP in Language (Centre) (2017—2019)—had the initiation to develop modules for the trainings. With his insights and intense guidance, the author team, who are the staff of the Centre, successfully developed three HOTS-oriented modules focusing on three teaching models, i.e. discovery learning, project-based learning and text-based learning.

From the module development until the finalisation process, the author team have received assistance from many experts in the language education field, namely Prof. Dr Nurul Murtadho, Prof. Suwarsih Madya, PhD, Dr Rd. Safrina, MA (project-based learning), Prof. Emi Emilia, PhD, Dr Tri Wiratno (text-based learning) as well as Dr Sri Setyarini (discovery learning).

Moreover, we wish to thank 27 language teachers from DKI Jakarta and West Java province who have validated the legibility of the modules in the Workshop on Material Development of Training on HOTS-based Language Teaching Methodology (Batch 1 and 2). We also highly appreciate a total of 41 language teachers from North Sumatera and Central Java that have examined the strengths and weaknesses of the modules in the Workshop on Trial of HOTS-based Language Teaching Methodology Training materials.

The modules were first written in Bahasa Indonesia and intended to be used in the Training on HOTS-based Language Teaching Methodology organised by the Centre. However, considering the needs of language teachers in Southeast Asian region, the Centre determined to translate the modules in English and disseminate them to widen area of scope. Therefore, we also would like to thank the language editors and translators who have helped us to produce the English version of the modules.

Finally, we also extend our gratitude to the board of directors and staff of SEAMEO QITEP in Language. This module would not have done without their supports and dedications to the Centre.

December 2020

Dr Luh Anik Mayani
Director

PREFACE

The Indonesian 2013 Curriculum has student-centered characteristics to increase students' involvement in the learning process. Moreover, learning is expected to be able to improve students' Higher Order Thinking Skills (HOTS). Therefore, to help teachers carry out the learning activity, this module is presented as a guide for teachers to apply HOTS-oriented learning models in language learning process.

This module focuses on the application of learning model in learning activities that can stimulate students to think at the HOTS level. To provide an understanding of how to achieve the objectives of learning activities at the HOTS level, this module is divided into three parts: (1) The HOTS concept that is linked to learning objectives by referring to Bloom Anderson and Krathwohl's Revised Taxonomy, and questioning strategies as a way to stimulate learners achieving HOTS, (2) The concept of HOTS-oriented learning models, and (3) The illustration of HOTS-oriented learning models in the form of a lesson plan that refers to Basic Competence (*Kompetensi Dasar*/KD) and Competence Indicators (*Indikator Pencapaian Kompetensi*/IPK) following the Indonesian 2013 Curriculum.

The first chapter describes HOTS concept, which refers to the Revised Bloom's Taxonomy (RBT) of Anderson and Krathwohl (2001), and can be achieved using questioning strategies. RBT classifies learning objectives based on the cognitive process and knowledge dimension. The cognitive process dimension consists of remembering, understanding, applying, analyzing, evaluating, and creating. Meanwhile, the knowledge dimension consists of learning material, which is included in the types of factual, conceptual, procedural and metacognitive knowledge. HOTS is achieved when students are involved in learning activities that require them to be able to analyze and evaluate learning material, and even create a product as a result of learning. At last, in the teaching practices, teachers can design HOTS-oriented learning activities by applying learning models that are integrated with questioning strategies.

The second chapter introduces the discovery/text-based/project-based learning model to achieve 21st century learning and innovation skills, i.e., 4Cs (critical thinking and problem-solving, communication, collaboration, and creativity) (P21, 2011). This learning model was chosen since it has the characteristics of meaningful learning, student-centered, active learning, and collaborative learning. In more detail, this chapter covers the concepts of learning models, learning stages, advantages, and obstacles of the learning application and its assessment.

The third chapter presents illustration of the learning model using the lesson plan format following the Indonesian 2013 Curriculum guidelines. This chapter consists of three parts, i.e., Introduction, Formulating Competence Indicators, and Sample of Lesson Plan.

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CHAPTER I

Higher Order Thinking Skills
(HOTS)-Oriented Learning

Higher Order Thinking Skills (HOTS) Oriented Learning

The Ministry of Education and Culture of Indonesia (Kemendikbud) through the 2013 Curriculum emphasizes the importance of 21st century skills. Teachers, as the spearhead of education, are expected to be able to facilitate students to have the 21st century learning and innovation skills, i.e., 4Cs (critical thinking and problem-solving, communication, collaboration, and creativity) (P21, 2011). Thus, the teacher should use teaching methodology that can sharpen students' Higher Order Thinking Skills (HOTS).

This chapter is divided into three subsections, i.e., the Definition of HOTS, Revised Bloom's Taxonomy, and Questioning Strategies. These three sections explain how the concept of HOTS as a learning objective, which refers to the Revised Bloom's Taxonomy (RBT) Anderson, et al. (2001), can be achieved in learning activities by using questioning strategies. The first subsection explains that the definition of HOTS used in this module refers to RBT Anderson et al. (2001), which is categorized as a transfer process. The transfer is the ability of students to not only remember, but also understand and use learning materials in class for analyzing, evaluating, and creating. In this case, the transfer is associated with meaningful learning, in which the students can practice the material learned in school and adapt it to their situations and conditions so that the material will also be useful in their daily lives.

Furthermore, in the second subsection, RBT classifies the learning objectives based on cognitive process dimension and knowledge dimension. The cognitive process dimension consists of remembering, understanding, applying, analysing, evaluating, and creating. Meanwhile, the knowledge dimension consists of learning material, which is included in the types of factual, conceptual, procedural, and metacognitive knowledge. In the third subsection, questioning strategies are explained as teaching strategies that can be applied by teachers in the classroom to design HOTS-oriented learning activities.

1.1 Definition of HOTS

Based on the learning objectives to be achieved by students, Brookhart (2010) classifies Higher Order Thinking Skills (HOTS) into three categories: (1) Transfer, (2) Critical thinking, and (3) Problem-solving

In the first category, the teaching purpose showing that the students already have HOTS is that they can carry out transfer process. With the ability to transfer, they can think so that they can apply the knowledge and skills they have learned to the new context. The new here refers to things they have never thought of before.

The term transfer is taken from Anderson et al. (2001), which states that the transfer requires students to not only be able to remember but also understand and use what they have learned. In this case, the transfer is associated with meaningful learning. It means that the materials learned by students can be practiced and adapted to the situation and conditions so that the

material is useful in their daily lives.

In the second category, students are said to have HOTS if they can think critically, and by that, they should be able to make wise judgments or produce reasonable criticism. Hence, they can propose reasons, reflect, and make the right decisions. The thing to note here is the students' ability to evaluate. In these modern days, with a wealth of information, students are expected to be able to assess the credibility of a reference whether the information is trustworthy or not.

For the third category, students have reached the highest level of HOTS if they can recognize and solve problems not only in their academic assignments but also in their daily lives. Brookhart (2010) states that problems occur when students want to achieve something, but they don't know how to achieve it. Thus, to solve this problem, they must use HOTS. If they found a new problem, they can work creatively to solve it. Accordingly, the emphasis is on the ability to create.

HOTS, as a transfer process, is the most common approach compared to the other two categories. HOTS are the top three levels in Bloom's Taxonomy and Revised Bloom's Taxonomy. The top three levels of Bloom's Taxonomy include Analysis, Synthesis, and Evaluation. Meanwhile, the top three levels in the cognitive process dimension of the Revised Bloom's Taxonomy cover Analyze, Evaluate, and Create. In this module, HOTS is categorized as a transfer process, and the main reference is Anderson et al. (2001).

1.2 Table of the Revised Taxonomy

In 2001, Lorin W. Anderson, David R. Krathwohl, and his team (see Anderson et al., 2001) published their revision results of the Educational Learning Objectives developed by Benjamin S. Bloom and his team in 1956. In this taxonomy, known as Bloom's Taxonomy, there are six categories of cognitive process dimension, such as Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The six categories are arranged hierarchically (level) based on the complexity, and concrete from the lowest level to the highest level. This taxonomy is widely used to classify learning objectives and forms of assessment.

In the Revised Bloom's Taxonomy (RBT), Anderson & Krathwohl introduced two dimensions that shape learning objectives: knowledge dimension and cognitive process dimension. The knowledge dimension contains the main content taught, while the cognitive process dimension is a description of the actions taken towards the material being taught. Simply saying, the knowledge dimension is described as a noun, while the cognitive process dimension is defined as a verb.

The knowledge dimension is divided into four types of knowledge: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. Before the revision, the knowledge dimension in Bloom's Taxonomy was divided into three: factual, conceptual, and procedural dimensions.

Table (1.1) compares the differences between Bloom's Taxonomy and RBT. There are three basic differences: (a) the use of nouns in Bloom's Taxonomy is converted to verbs; (b) the position exchange of the evaluation and synthesis category, and (c) the term changes from synthesis to create.

Table 1.1 Changes of Cognitive Process Dimension

Bloom's Taxonomy	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Revised Bloom's Taxonomy	Remember	Understand	Apply	Analyze	Evaluate	Create

Explanations for each category in the knowledge dimension and the cognitive dimension are described in tables 1.2 and 1.3, which are derived from Anderson et al. (2001). The authors compiled examples for each category by adjusting the context to language teaching. Besides, the Operational Verb in Table 1.3 was adapted from Retnawati et al. (2017).

Table 1.2 Knowledge Dimension

Types and Sub-types	Examples
a. Factual Knowledge – The basic elements that students must know how to be familiar with their scientific discipline or to solve problems in it	
1) Knowledge of terminology	Vocabulary, Phonetic Symbols
2) Knowledge of specific details and elements	Alphabets, Numbers, Day Names, Month Names
b. Conceptual Knowledge – The interrelationships between basic elements in a larger unitary structure that allows each element to function together	
1) Knowledge of classifications and categories	Word classes: Nouns, Verbs, Adjectives, etc.
2) Knowledge of principles and generalizations	Usage and Rule of Indonesian Spelling System General Manual (<i>Pedoman Umum Ejaan Bahasa Indonesia/PUEBI</i>)
3) Knowledge of theories, models, and structures	Theories of Text, Written Text Model, Active/Passive Structure Sentence
c. Procedural Knowledge – How to do things; The method of conducting an investigation; and criteria for using skills, workflows, techniques, and methods	
1) Knowledge of subject-specific skills and algorithms	The skills used to make text; how to make a dialogue
2) Knowledge of subject-specific techniques and methods	Presentation technique, skimming, scanning and literary criticism
3) Knowledge of criteria for determining when to use appropriate procedures	The criteria used to determine when to use a type of text
d. Metacognitive Knowledge – Knowledge of how to obtain knowledge in general and awareness of how a person acquires knowledge	
1) Strategic knowledge	Knowledge to understand novels easily and precisely, knowledge of how to read fast
2) Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge	Knowledge to be able to do a test (spoken or written), and school assignment effectively
3) Self-knowledge	Knowledge on how to recognize one's strengths and weaknesses related to the four language skills (reading, listening, writing, speaking)

Table 1.3 Cognitive Process Dimension

Categories & Cognitive Processes	Alternative Terms	Explanation and Examples	Operational Verbs
a. Remember – take relevant knowledge from long-term memory			
1) Recognizing	Identifying	Make good use of the knowledge taken from the long-term memory into appropriate learning material Example: Recognize the names of days in foreign language	Choose Quote Mention Explain Draw Count Identify Register Show Label Index Pair Name
2) Recalling	Retrieving	Take relevant knowledge from long-term memory Example: Remember how to greet and address in foreign language	Mark Read Aware Memorize Imitate Note Repeat Reproduce Review State Learn Tabulate Code Trace Write
b. Understand – develop meaning based on the instructional message, including spoken, written, and graphic communication			
1) Interpreting	Clarifying, paraphrasing, representing, and translating	Change one form to another (example: change numeric form to verbal) Example: Paraphrase speech, changing nominal form to verbal	Estimate Describe Categorize Specify Detail Associate
2) Exemplifying	Illustrating and instantiating	Look for examples or specific illustration of a concept or principle Example: Provide examples for one or several types of text (written)	Compare Count Contrast Change Maintain Elaborate Intertwine
3) Classifying	Categorizing and subsuming	Include something into categorize (example: concept or principle) Example: Classify words based on word classes	Differentiate Discuss Explore Exemplify Explain

4) Summarizing	Abstracting and generalizing	Abstract general themes or key points Example: Write a summary of an event on video	State Scheme Extend Conclude Predict Summarize
5) Inferring	Concluding, extrapolating, interpolating, and predicting	Arrange logical conclusions from the information obtained Example: Infer the grammatical rules based on the example given when learning foreign language	
6) Comparing	Contrasting, mapping, and matching	Identify the correlation between two ideas, objects, etc. Example: Compare the structure of active and passive sentences	
7) Explaining	Constructing and models	Construct a causal model of a system Example: Explain how to form noun phrases based on the example collection of phrases that have been studied	
c. Apply – carry out or use procedures in certain circumstances			
1) Executing	Carrying out	Implement procedures to complete known tasks Example: Roleplay (simulate an existing dialogue)	Assign Sort Determine Implement Adjust Calculate Modify Classify Count Build Arrange Accustom Prevent Portray Use Assess Practice Dig Declare Adapt Investigate Operate Question Conceptualize Execute Predict Produce Process

2) Implementing	Using	Implement procedures for completing unknown tasks Example: Arrange dialogue with new contexts	Link Compile Simulate Solve Commit Tabulate
d. Analyze – break down the material into several parts, and determine the correlation between the parts, and relate them with the overall structure or purpose.			
1) Differentiating	Discriminating, distinguishing, focusing, and selecting	Distinguish relevant and irrelevant, or important and unimportant parts of the materials that have been presented Example: Distinguish one type of text (writing) from another text	Analyze Audit Resolve Affirm Detect Diagnose Select Detail
2) Organizing	Finding cohering, integrating, outlining, parsing, and structuring	Determine how elements work or function in a structure Example: Determine a text structure, determine the use of words and sentence patterns for specific purposes	Nominate Diagrammatize Correlate Rationalize Test Enlighten Explore Outline
3) Attributing	Deconstructing	Determine the point of view, bias, value or purpose behind the material that has been presented Example: Determine the author's point of view in the editorial text	Summarize Conclude Analyze Infer Command Edit Relate Choose Measure Train Transfer
e. Evaluate – make evaluations based on criteria and standards			
1) Checking	Coordinating, detecting, monitoring, and testing	Detect inconsistencies and errors in a process or product; determine the process or product that has internal consistency; and detect the effectiveness of a procedure that is implemented Example: Check the veracity of the contents of the writing; check the use of words, grammar, structure used in text	Compare Infer Asses Direct Criticize Consider Decide Separate Predict Clarify Assign Interpret Maintain Detail Measure Summarize Prove Validate

2) Critiquing	Judging	<p>Detect inconsistencies between a product and external criteria; determine which products have external consistency; detect suitability of the procedure for a given problem</p> <p>Example: Evaluate written or spoken words that are appropriate or easy to understand among several choices</p>	<p>Test Support Select Project</p>
f. Create – put elements together in a coherent or overall functional form; reorganize elements into new patterns or structures			
1) Generating	Hypot- hesizing	<p>Make alternative hypotheses based on criteria</p> <p>Example: Make a report based on observation</p>	<p>Abstract Organize Animate Collect Categorize Code Combine Arrange Compose Build Overcome Connect Invent Create Correct Design Plan Spell Enhance Clarify Facilitate Form</p>
2) Planning	Designing	<p>Create a procedure to complete a task</p> <p>Example: Outline an essay framework, arrange a report writing</p>	<p>Formulate Generalize Group Integrate Limit Show Prepare Produce Summarize Reconstruct Make</p>
3) Producing	Construct- ing	<p>Create a product</p> <p>Example: Produce a spoken and written text with own creation</p>	

1.3 Questioning Strategies

The questioning strategy is a most frequent teaching strategy used to stimulate students so that they can reach a higher order thinking skill. In this strategy, the teacher asks questions (including instructions), that stimulate students' thinking ability to be able to answer the questions. Thus, the questions asked will not be a simple yes/no question but a question that

requires a logical process of thinking. Therefore, to understand the questioning strategy, this section is divided into three parts: (a) Types of Question, (b) Questioning Techniques, and (c) Question Examples

a. Types of Question

The questions asked by teachers to students in the class can be classified into two categories: (1) display question and (2) referential question (Darn, 2010).

Display questions are given by teachers to bring up student's prior knowledge and check their understanding. This type of question usually focus on the form or structure of language, and the teacher already knows the answer. Display questions are usually in the form of convergent/closed questions, i.e., questions that require only right or wrong answers so that the answers needed are easy to memorize, and are still at a lower order mindset. These questions are often used in conventional tests. The following are examples of display questions.

1. What is the meaning of the sentence/phrase/word ...?
2. When do we use sentence/phrase/word ...?
3. What word/phrase/sentence is written after ...?
4. What is the opposite of word/phrase/sentence ...?
5. Where is the emphasis on these word/phrase/sentence ...?

Referential questions aim to stimulate students to be able to provide information, opinions, and clarification of a statement. Compared to display questions, referential questions focus on terms of content rather than language structure. Thus, this type of question requires follow-up questions or investigations whose answers are not necessarily known by the teacher. Therefore, this question is often in the form of a divergent/open-ended question, which is a question that has a broad scope so that there is no right or wrong answer. Divergent/open-ended questions generally require reasonable answers. Divergent/open-ended questions are ideal for developing higher order mindset of students, especially the skills of analyzing, evaluating, and creating. The following is the examples of divergent/open-ended questions.

What do you think about ...?

Have you ever ... when/where ...?

If you have ... what ...?

What kind ...?

How are ...?

b. Questioning Techniques

Here are some questioning techniques that can be applied in the questioning strategies (Department of Program Development and Alignment, The School Board of Broward County, 2000).

1. Remember the "waiting time"
After asking a student, wait 3-10 seconds after each question before calling on other students. Wait 3-10 seconds after the last response before asking a new question.

2. Ask for “follow-up”
After a student provides an answer, ask further questions. For instance: Why? Do you agree?
Can you elaborate on your answer? Can you give an example of your answer?
3. Call the student randomly
Try to ask all students. Try not only to choose students who raised their hands.
4. Make eye contact with the student who is being asked and always try to respond to students’ answers
When responding to students’ answers, let them know that there are no correct answers to some questions.
5. Refrain from assessing students
Respond to students’ answers in a way that is not evaluative, that is, does not directly justify or blame the answers.
6. Allow students to ask questions
Let students develop their questions to explore the topic further.
7. Approach students who do not normally respond
Making the distance closer to students will encourage them to participate in class (answering questions from the teacher).
8. Appreciate all students’ answers and responses
If the students’ answers are incomplete, continue asking questions or paraphrasing the answers from the students and asking for clarification.

c. Question Examples

The following are examples of questions that can be asked for all levels of the RBT’s cognitive process dimension (Anderson et al., 2001) starts from cognitive 1 to the cognitive 6. To facilitate teachers in understanding the gradations of questions under RBT, the following are some questions and instructions that can be asked with the context of giving narrative text as material in the learning.

Table 1.4 Question Examples according to the Cognitive Process Dimension Level

Cognitive Process Dimension	Question Examples
C1 – Remember	<ul style="list-style-type: none"> • Who is the main character in the story? • Where is the setting in the story?
C2 – Understand	<ul style="list-style-type: none"> • What is the main idea of the first paragraph of the story? • Retell the story in your own words/language!
C3 – Apply	<ul style="list-style-type: none"> • Make a dialogue scene based on the narrative text between character A and character B! • Perform one of the main characters’ attitudes in the story!
C4 – Analyze	<ul style="list-style-type: none"> • What causes the conflict in the story? • What can you conclude from the main characters?

C5 – Evaluate	<ul style="list-style-type: none">• Do you think the main character's attitude is right? Explain!• As a narrative work, in your opinion, what are the advantages and disadvantages of the story?
C6 – Create	<ul style="list-style-type: none">• How did you modify the story?• If you were the main character, what would you do to overcome the problem in the story?

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CHAPTER II

Text-Based Learning Model

Text-Based Learning Model

This chapter will explain the concepts of text-based learning model from the starting point to the principles. Furthermore, this chapter will also explain the objectives, language skills that can be developed, activities that can be carried out, as well as HOTS questions that can be asked at each stage of learning. The advantages and constraints in implementing this learning model can also be found in this chapter. Lastly, this chapter will discuss assessments related to the text-based learning model.

2.1 Concepts of Text-Based Learning Model

2.1.1 The Starting Point of Text-Based Learning Model

This learning model was originally intended as an approach to solving problems in teaching literacy at primary school level in Sydney, Australia. The application of this learning led to students' success. Since the late 1990s, this learning has developed and been implemented in various levels of education (Rose and Martin, 2012).

This learning was derived from the theory developed by Halliday, namely Systemic Functional Linguistics (SFL). SFL analyses how humans use language in various contexts to achieve goals. SFL assumes that language has a function to deliver a meaning. To be able to do this, humans produce texts. This concept is the basis of the text-based learning model.

2.1.2 Text and Context

The framework or basis for text-based learning model is text. Therefore, an explanation of matters related to the text needs to be given first in order to be able to apply this learning model appropriately.

"Text is a language that functions" (Halliday and Hasan, 1989). Text has the following characteristics.

1. has a certain structure,
2. express meaning,
3. within a context, and
4. can be expressed orally or written.

Based on the definition and characteristics, a language can be called a text if it has meaning. Meaning is any language that gives a complete understanding to people who use the language. This is consistent with the opinion of Halliday and Hasan (in Halliday, 2004), who referred text as any language, in any medium that gives understanding to people who know the language (cited in Halliday and Matthiessen, 2004:3).

To understand a text, the context of situation and culture play an important role. Halliday and Hasan (1989) described three features of context of situations (registers) as follows.

- a. field; this feature describes activities and processes that are happening at the time of speech (the topic being discussed).
- b. tenor; this feature refers to the participants involved, type of role interaction and the set of

relevant social relations established among them.

- c. mode; this feature explains the role played by a language in the text, including the medium used to deliver meaning (spoken and written).

Context of culture (genre) is the stages carried out by humans to achieve goals by using language (Eggins, 2004). This context of culture forms various types of texts and their structure.

The context of situation and the context of culture are interrelated because they indicate a good text. A good text is a coherent and cohesive text. A text is considered to be coherent if the reader can understand the context of situation (the material being discussed, the actors involved, and the role of language in the text). Furthermore, when the reader can recognize the type and structure of the text and its function; such is a coherent text. A text is considered to be cohesive if there are ties (conjunctions and pronouns) for clauses and sentences. The ties are intended to ease the readers in understanding the text.

2.1.3 Basic Principles of Text-Based Learning Model

The following are the basic principles of text-based learning model implementation (Emilia, 2016).

- a. This learning model raises students' awareness that text is a unique creation of a person. The results of this creation are subjective to a group of people in a certain context.
- b. This learning model views language learning as a social activity that requires dependency among students or between students, teachers and other adults. This is intended to get good learning outcomes.
- c. Teachers explain explicitly about the abilities that the students are expected to have after learning. Moreover, teachers also provide an explicit explanation of how language features help the text achieve its objectives.
- d. Students learn with the guidance of the teacher. The guidance will gradually decrease at each stage (scaffolding).
- e. Grammar is taught as part of the text, not in isolation.

2.2 Stages of Text-Based Learning Model

The following are the stages of the text-based learning model as illustrated in the cycle.

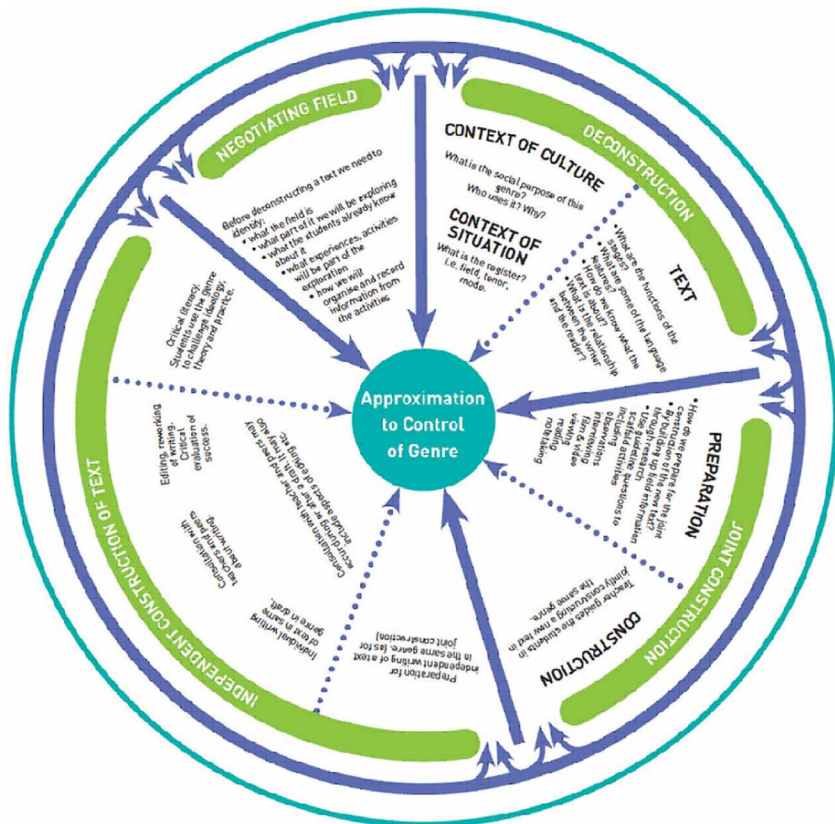


Chart 2.1 Language and Social Power Project Teaching/Learning Cycle
(Murray and Zammit in Rose and Martin, 2012)

The above cycle indicates that in this model, learning can begin at any stage. In addition, each stage can be repeated according to the needs of the students (Rose and Martin, 2012). The following are the explanations of the four stages in the above cycle (Emilia, 2016; Rose & Martin, 2012).

a. Negotiating Field

- 1) The purpose of learning at this stage is to build students' knowledge about a topic or matters discussed in a text.
- 2) Language skills that can be developed are reading, listening, and speaking.

- 3) Activities that can be carried out include:
 - a) provide students with some pictures related to the topic;
 - b) ask students to read silently and answer questions independently (the questions are written, then discussed in class, students' answers can be checked and scored); and
 - c) lead students to identify words or phrases that are not yet understood and guess the meaning based on the text.
- 4) Examples of HOTS questions that can be asked to students:
 - a) Why was this topic written?
 - b) Who is the writer of this topic? To whom is this topic written?
 - c) Are there elements that need to be added to better describe the topic?

Teachers can provide more than one text at this stage. Although the type of text is different, the topic or content of the text must be the same. This is because the students are directed only to the extent of understanding the topic. This stage can be carried out more than one meeting to ensure students' understanding of the topic that they will write in the last stage.

b. Deconstruction

- 1) The purpose of learning at this stage is to give students an understanding of the type, function, and generic structure of the text as well as its language features.
- 2) Language skills that can be developed are reading, listening, and speaking.
- 3) Activities that can be carried out include:
 - a) provide a text and ask students to read it (if it is an oral text, the transcription should also be provided);
 - b) analyse the social function and generic structure of the text as well as its language features;
 - c) analyse the characteristics of a good text.
- 4) The following are examples of HOTS questions that can be asked to students.
 - a) What is the function of the text?
 - b) Why did the writer use the conjunction?
 - c) Why did the writer choose such ending for the story?

At this stage, only one text is used as a model. The type of the text used must be the same as the text that students will write in the last stage. If the type of the text is difficult for students, learning process at this stage should be carried out in several meetings. It is intended to make students understand that the generic structure and language features help the text fulfill its function. In addition, students are also directed to be able to know the characteristics of a good text by analysing a text.

In the first and second stages, 'notes' play an important role. During the discussion process, the teacher writes (on the whiteboard) various points raised by students. Students are also given the opportunity to note down important words or expressions obtained during the discussion process. This note is important for students to develop their thoughts in the process of writing a text at the last stage of this learning.

c. Joint Construction

- 1) The purpose of learning at this stage is to enable students to jointly write a text.

- 2) Language skills that can be developed are speaking and writing.
- 3) Activities that can be carried out include:
 - a) the teacher and students draft, revise and edit a new text.
 - b) students, in groups, write a text using the appropriate text generic structure and language features. To ease students, the teacher can provide a framework that conforms to the generic structure of the text. During this process, the teacher provides guidance anytime students encounter difficulties. After the process is complete, the teacher can provide input or feedback on the text that the students have written.
- 4) The following are examples of HOTS questions that can be asked to students.
 - a) Why did you use this sentence at the beginning of the text?
 - b) Are there any specific purpose in writing the text?
 - c) Did you encounter any difficulties in writing the text?
 - d) How did you solve the problem?

At this stage, the teacher can assure the ability of students in writing a text. If the teacher is convinced that the students are able to write text independently, they can proceed to the next stage. On the contrary, if they are not able to write text independently, the teacher can direct the students to go to the previous stage.

d. Independent Construction

- 1) The purpose of learning at this stage is to direct students to be able to write text independently.
- 2) Language skills that can be developed are speaking and writing.
- 3) Activities that can be carried out is writing text independently (spoken or written).
- 4) The following are examples of HOTS questions that can be asked to students.
 - a) What was your purpose in writing the text?
 - b) How did you write the text?
 - c) Did you encounter any difficulties in writing the text?
 - d) How did you solve the problem?

At this stage, students also consult with teachers and friends, edit as well as revise the text. The level of difficulty of the text determines the time allocated for the third and fourth stage. Students need more time to write texts with higher level of difficulty.

2.3 Advantages and Obstacles in the Implementation of Text-Based Learning Model

Text-based learning model provides various kinds of advantages, such as the introductions of phrases, sentences, definitions or meanings of words, word chains, and word associations (John and Davies, 1983). However, other than the advantages of text-based learning model, there are also obstacles. The following are the three elements of the advantages of text-based learning model.

- a. Text as a linguistic object, means students can identify, analyze, interpret, and draw conclusions from their learning on linguistic elements contained in authentic texts, such as semantics, pragmatics, morphology, and syntax (Labocha, 2011). Furthermore, authentic text that covers a variety of language features can facilitate teachers in teaching grammar and

vocabulary.

- b. Text as an information platform, means if the topic implied in the text is interesting, the teacher can use it as the learning material able to motivate students to arise their passion and interest and execute an in-depth learning on language structures and components contained in the text. Of the text, students discover new vocabularies and improve their skills on reading comprehension. The high intensity of text-based learning model will help students become skilled and be the expert in developing a wide range of current issues from various points of view (Nagy, 1988).
- c. Text as a stimulus, means the teacher can provide learning stimulus in the forms of texts or videos. It facilitates students on some particular things, as follows:
 - 1) Understanding of context aims to enhance three language competencies of the students, namely speaking, reading and writing skills,
 - 2) Students' thinking process, will get accustomed to identifying and analyzing language style and writing from every form of the learning stimulus,
 - 3) Students can become independent learners in terms of the level of understanding of the text that has been learned,
 - 4) Students can assess their competencies by conducting learning activities, such as group work or discussion aiming to increase their understanding with regard to the information and messages contained and implied in the text,
 - 5) Students can practice their writing skills on issues that can be thought of as the topics of the writing so that they know how to use the vocabularies found in the text into written form of language, and
 - 6) Students' critical thinking skills will get accustomed to generating ideas and notions in writing (Schurr, 2000).

Text-based learning model not only has advantages, but also has obstacles. The following are some obstacles of text-based learning model.

- a. Teachers often encounter obstacles when the level of difficulty and complexity of text is measured based on the students' reading skills that are different. This obstacle is caused by three factors, as follows:
 - 1) Every student has different background knowledge (schemata) towards the range of material discussion of the text that tends to be more specific
 - 2) Students' understanding towards the written form of language contained in the text, and
 - 3) Students' level of motivation and interest in understanding the topics, information and messages implied in the text.
- b. Students should possess several competencies, i.e. educational background, level of understanding, absorption or cognitive capacity, background of learning experiences, and the Zone of Proximal Development (ZPD) (Vygotsky, 1978). Therefore, when a text is measured based on the level of difficulty and complexity of the scope of the content, something that should be congruent is to adapt the text according to the students' level of cognitive capacity (Murphy, 2013). If the text is adapted according to the students' level of cognitive capacity, they can not only be able to understand it well, but also be able to write it independently. Some obstacles of text-based learning will challenge students to be encouraged and motivated in order to enhance their competencies in line with the learning objectives.

- c. If the text-based learning model is adopted for the first time, teachers have often had the lack of sense of awareness of the level of learning difficulties experienced by students. If the text-based learning model is implemented for the first time, teachers are advised to adjust the level of difficulty and complexity of the scope of the content so that it will not be too difficult or too easy for students to read faster, understand, and write better. If the forms of the text of which the level of difficulty and complexity of the scope of the content are not too difficult, students' ZPD will adapt accordingly so that their comprehension skills are increased (Vygotsky, 1978).

2.4 Assessment in Text-Based Learning Model

Text-based learning model is a learning model that focuses on the selection of certain types of text that will be studied in more detail and thoroughly in terms of linguistic elements and text structures through the stages of text-based learning model. Therefore, when teachers are about to adopt the text-based learning and text-based research, students' involvement in each stage of the learning will be the assessment criteria. It should include learning activities conducted in each stage. For example, in the first stage, teachers can ask questions in the form of oral tests when they are building their knowledge and continue with pre-writing activities.

One of the assessment types applicable in the text-based learning model is the summative assessment. Text-based learning model not only drills students' speaking and reading skills, but also develops their writing skills. Therefore, summative assessment accommodates linguistic elements and text structures contained in a particular type of text so that teachers are able to evaluate students' writings based on scores. If the assessment is specific and focuses on the selection of the types of text, students will receive feedback regarding their weaknesses and strengths during the learning activities. However, the assessment that has mostly been used is that the tendency of teachers using the summative assessment with little written feedback so that students are more interested in seeing the scores rather than the written feedback given by the teachers (Butler, 1987).

There are three aspects of assessment based on Curriculum 2013, i.e., attitude, knowledge, and skills. These three aspects of assessment can be applied in text-based learning model by including them in each stage of the learning. The following are the forms of assessment for text-based learning model that can be applied by teachers.

- a. Negotiating Field

There are two aspects of assessment that can be carried out in this stage, i.e. attitude and knowledge. In the attitude assessment, teachers can assess students' self-confidence, discipline, politeness and respect. For the knowledge assessment, teachers can assess students' understanding towards the topic or content of the text being learned. Techniques on assessment that can be carried out by teachers in the aspect of knowledge are written tests and oral tests depending on the learning activities.

- b. Deconstruction

In the second stage, teachers can assess students' knowledge or cognitive aspects in terms of linguistic element, text structure, type of the text, and function of the text. Another aspect of assessment that can be carried out is the attitude, that is the students' active involvement throughout this stage.

c. Joint Construction

In the third stage, teachers can carry out the assessment which includes three aspects, i.e., attitude, knowledge, and skills. For the attitude aspect, teachers can observe the students' attitudes, such as mutual assistance, cooperation, and democracy during group work. For the knowledge and skills aspects, teachers can assess the texts composed by students through group work. The type of text composed in this stage should be in accordance with the type of text that has been learned in the deconstruction stage. Things that can be assessed in the aspects of knowledge and skills are as follows:

- 1) The use of appropriate linguistic elements according to the type and function of the text, and
- 2) The accuracy of text structures composed by students through group work.

d. Independent Construction

In the last stage, the three aspects that can be carried out are attitude, knowledge and skills. For the attitude aspect, teachers can assess the students' responsibilities showed when they are completing the task on composing a text. For the knowledge and skills aspects, the assessment is based on the text composed by students independently, as follows:

- 1) Is the the text contained of linguistic elements and text structures in accordance with the type of the selected text, and
- 2) Is the text contained of congruent and well-organised ideas?

Results of the composed texts can be assessed through rubrics. For example, if the text composed by students is a narrative text, things like a) text structures, b) cohesion and coherence, c) spelling and punctuation, and d) linguistic elements can be used as the assessment criteria in the rubrics.

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CHAPTER III

Illustration of
Text-Based Learning Model

Illustration of Text-Based Learning Model

3.1 Introduction

This chapter provides illustrations of language learning using a text-based learning model. The illustrations are presented by giving examples of formulating Competence Indicators (*Indikator Pencapaian Kompetensi/IPK*) and Lesson Plan. The examples are from Bahasa Indonesia and Japanese Language subjects. The illustration of Bahasa Indonesia learning is as a representation of language learning with an advanced level of material. Meanwhile, the illustration of Japanese language learning is as a representation of language learning with a basic level of material.

3.2 Illustration of Japanese Language

3.2.1 Formulation of IPK

This subsection will describe the stages of formulating Competence Indicators to achieve the targets in Basic Competence (*Kompetensi Dasar/KD*). The following is the Basic Competence selected to be developed in the learning illustration.

Subject	: Japanese Language
Level/Grade	: Upper Secondary/XI
KD	:

3.2 Determine pleasure activities related to tourism, traditional food and goals in spoken and written transactional texts by paying attention to social functions, generic structures and language features in accordance with the context of their use.

4.2 Produce texts on pleasure activities pleasure related to tourism, traditional food and goals by paying attention to the correct social functions, generic structures, and features in the context.

As we can see, the above-mentioned KD still has many topics. To facilitate the learning process, we need to firstly select a topic to be discussed. In this illustration, the selected topic is about tourism, so the specific KD are as follows.

3.2 Determine tourism activities in spoken and written transactional texts by paying attention to social functions, generic structures and language features in accordance with the context of their use.

4.2 Produce a text on tourism pleasure activities by paying attention to the correct social functions, generic structures, and features in the context.

Step 1: Identify the dimension of knowledge and the dimension of cognitive process in Basic Competence

At this stage, the elements contained in the Basic Competence are broken down and classified into two categories, namely the dimensions of cognitive process and the dimensions of knowledge. In the Basic Competence, the dimension of cognitive process is described using verbs, while the dimension of knowledge is characterised by the use of nouns.

The following table depicts the results of identifying the dimension of knowledge and the dimension of cognitive process in KD 3.2 and KD 4.2.

Table 3.1 Identification of Knowledge Dimension and Cognitive Dimension in KD

KD	Verbs (cognitive dimension)	Nouns (knowledge dimension)
3.2	Determine	tourism activities in spoken and written transactional texts by paying attention to social functions, generic structures and language features in accordance with the context of their use
4.2	Produce	text on tourism activities by paying attention to the correct social functions, generic structures, and features in the context.

The targeted cognitive process of both KD are Determine (KD 3.2) and Produce (KD 4.2). Therefore, the learning process must be able to accommodate learning activities that lead to the achievement of those KD.

Moreover, as shown in the column of knowledge dimension, the learning will focus on tourism activities. Therefore, the scope of the learning material includes tourism activities and experiences.

Step 2: Describe the material and determine the stages of the cognitive process

The next stage is to formulate IPK in line with KD. To formulate an IPK, we need to elaborate the learning material (dimension of knowledge) and determine the specific stages of the cognitive process. It aims to break down KD targets into more concrete and applicable stages in the learning process.

The following table shows the stages of the cognitive process required to achieve KD as well as the details of the material.

Table 3.2 Elaboration of Learning Material and Stages of the Cognitive Process

KD	Cognitive Process		Knowledge
	Target of Cognitive Process	Stages of Cognitive Process	Knowledge/Main Material
3.2	Determine	1. Mention	Vocabulary of name of places
		2. Mention	Adjectives that express impression
		3. Explain	The function and patterns of sentence expressing tourism experiences and impressions

4.2	Produce	1. Apply	Sentence pattern expressing tourism experiences and impressions
		2. Point out	Mistakes found in the text about tourism experiences and impressions
		3. Write	Text about personal experiences and impressions on tourism.

Step 3: Formulate IPK in sentences

Based on the details presented in the table of cognitive process stages, IPK can be formulated in sentences as follows.

KD 3.2

3.2.1 Mention vocabulary of name of places

3.2.2 Mention adjectives that express impression

3.2.3 Explain the function and patterns of sentence expressing tourism experiences and impressions

KD 4.2

4.2.1 Apply sentence pattern expressing tourism experiences and impressions

4.2.2 Point out mistakes found in the text about tourism experiences and impressions

4.2.3 Write a text about personal experiences and impressions on tourism

3.2.2 Example of Lesson Plan

Based on KD and IPK, the learning is developed using a text-based learning model. The following is an example of a lesson plan to illustrate the implementation of text-based learning model in Japanese language subject and the learning assessment plan.

The illustrations contained in the example are not binding. If teachers want to apply similar learning, they can adapt and adjust it to their own learning context.

LESSON PLAN

School : SMA SEAQIL

Subject : Japanese Language

Grade/Semester : XI / 1

Time Allocation : 2 meetings (1 meeting = 2x45 minutes)

A. Basic Competence (KD) and Competence Indicators (IPK)

Basic Competence	Competence Indicators
KD. 3.2 Determine tourism activities in spoken and written transactional texts by paying attention to social functions, generic structures and language features in accordance with the context of their use	3.2.1 Mention vocabulary of name of places 3.2.2 Mention adjectives that express impression 3.2.3 Explain the function and patterns of sentence expressing tourism experiences and impressions

<p>KD. 4.2</p> <p>Produce text on tourism activities by paying attention to the correct social functions, generic structures, and features in the context.</p>	<p>4.2.1 Apply sentence pattern expressing tourism experiences and impressions</p> <p>4.2.2 Point out mistakes found in the text about tourism experiences and impressions</p> <p>4.2.3 Write a text about personal experiences and impressions on tourism</p>
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B. Learning Objectives

Students are able to determine tourism activities in written transactional texts and produce a text about tourism activities by paying attention to the social function, generic structure of the text and language features appropriate to the context of their use by prioritizing curiosity, responsibility, discipline and honesty during the learning process, self-confident and never give up.

C. Learning Materials

Knowledge	Material
Factual	The vocabulary of name of places and adjectives that express impressions
Conceptual	Sentence patterns to express tourism experiences and impressions
Procedural	How to ask and give information on tourism experiences and impressions
Metacognitive	-

D. Learning Approach/Model/ Method

Learning Model: Text-based

E. Learning Media / Tools and Materials

Media/Tools: Student worksheet, Laptop, LCD

F. Learning Resources

1. Nihongo Kirakira 2 Textbook (Grade 11)
2. Audio related to information on tourism experiences and impressions
3. Presentation slides for Nihongo Kirakira 2 textbook from Japan Foundation Jakarta

G. Learning Stages

First Meeting (2x45 minutes)






Pre-activities

No	Details of Activities	Time Allocation (minutes)
1.	Teacher Greets and prays together with students	10 minutes
2.	Teacher sets up the learning atmosphere (checking students' attendance, asking students to make sure their seats and around them are neat and clean, and take out trash or objects that are not used anymore into trash cans)	

While Activities

No	Details of Activities	Time Allocation (minutes)
1.	<p>Negotiating Field</p> <p>a. Students are divided into pairs and are given three puzzles as follows. Picture 1: https://www.jigsawplanet.com/?rc=play&pid=1e98e79f93ed. Picture 2: https://www.jigsawplanet.com/?rc=play&pid=2138a0c009e8. Picture 3: https://www.jigsawplanet.com/?rc=play&pid=11dae-f3767e6</p> <p>b. Then, students compete with other groups to arrange the puzzle and answer this question: + where can those three things be found?</p> <p>c. If no one can answer it correctly, students are given a bonus puzzle. Bonus picture: https://www.jigsawplanet.com/?rc=play&pid=2e4ad88e0d76</p> <p>d. The fastest pair to guess the picture gets a point. This point is accumulated until the end of the semester and is used as an addition to the final score.</p> <p>e. The context of student learning is built with stimulus questions, such as: + <i>Dare ga bari e itta koto ga arimasuka?</i> Who has ever been to Bali? + <i>Bari de nani o shimashitaka?</i> What did you do there? + <i>Dou deshitaka?</i> How was it?</p> <p>f. Students listen to a complete narrative audio (made by the teacher) about tourism experience.</p> <p>g. Students are asked to listen again but only the “わたしはバリへいったことがあります (<i>Watashi wa Bari e itta koto ga arimasu</i>)” part, then the students are asked to carefully listen to the pronunciation.</p> <p>h. Students are asked to listen to that part again, then the teacher shows its <i>kana</i> writing. Students are asked to pay attention to the <i>kana</i> writing.</p> <p>i. Students are asked to listen to that part again, then, the teacher shows its <i>romaji</i> writing. Students are asked to pay attention to the <i>romaji</i> writing.</p> <p>j. Students are asked to listen to that part again and repeat its pronunciation. Teacher can improvise this activity by randomly selecting students to repeat the pronunciation.</p>	60 minutes

No	Details of Activities	Time Allocation (minutes)
	<p>k. Students understand how to use the sentence patterns using PowerPoint slide containing audio as shown below.</p> <div data-bbox="253 240 557 472" style="border: 1px solid black; padding: 5px; text-align: center;"> </div> <p>(source: Japan Foundation Jakarta).</p> <p>l. Before starting, students are asked to mention the names of countries indicated by arrows on the map. It does not matter if students do not know some of them.</p> <p>m. Students are presented with full audio explaining the map, shown in the previous PowerPoint slide, without any <i>kana</i> and <i>romaji</i> (twice). Then, teacher plays the audio again, now per number, with its <i>kana</i> and <i>romaji</i> writing (twice).</p> <p>n. Teacher removes the writing and plays audio per number in sequence, then, students repeat the pronunciation.</p> <p>o. Teacher plays the audio again in sequence without any <i>kana</i> and <i>romaji</i>, then the students are asked to guess the meaning.</p> <p>p. Teacher guides students' discussion to make conclusion on the function and sentence patterns of <i>～たことがあります(～ta koto ga arimasu)</i>. + what is the function of <i>～たことがあります(～ta koto ga arimasu)</i>?</p> <p>q. Teacher gives an opportunity for students to express their opinions and write their answers on white board.</p> <p>r. Students are asked to listen again but only the " Ayam Betutu o tabemashita. Oishikatta desu." (<i>Ayam Betutu o tabemashita. Oishikatta desu</i>)" part.</p> <p>s. Students are asked to listen to that part again, but this time, teacher shows its <i>kana</i> writing. Students are asked to pay attention to the <i>kana</i> writing.</p> <p>t. Students are asked to listen to that part again, but this time, teacher shows its <i>romaji</i> writing. Students are asked to pay attention to the <i>romaji</i> writing.</p>	

No	Details of Activities	Time Allocation (minutes)															
	<p>u. Students are asked to listen to that part again and repeat its pronunciation. The teacher can improve this activity by randomly selecting students to repeat the pronunciation.</p> <p>v. Students are asked to discuss the sentence “アヤム ベトウトウをたべました。(Ayamu Betutu o tabemashita) and are reminded about the function of ました(Mashita) sentence pattern</p> <p>w. Students are given a brief quiz to refresh their memories of the function of ました (Mashita) sentence pattern.</p> <p>x. Students are asked to discuss the word “おいしかったです”(Oishikatta desu), then, teacher asks about the meaning of the word. It does not matter if many students cannot guess it correctly, because the teacher will have them practise in the next activity.</p> <p>y. Students learn to understand the concept of changing adjective into past form using Power-Point slide containing audio as shown below.</p> <div data-bbox="288 676 594 890" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">きいて いきましょう 2 (4)</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>1 Delicious</p>  </div> <div style="text-align: center;"> <p>2 Interesting</p>  </div> <div style="text-align: center;"> <p>3 Fabulous</p>  </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>4 Difficult</p>  </div> <div style="text-align: center;"> <p>5 Beautiful</p>  </div> </div> </div> <p>(source: Japan Foundation Jakarta with adaptation).</p> <p>z. Before it starting, students are asked about the situation in the picture.</p> <p>aa. Students are presented with full audio without any <i>kana</i> and <i>romaji</i> (twice).</p> <p>bb. Teacher plays the audio again, now per number, with its <i>kana</i> and <i>romaji</i> writing. Then, students are asked to repeat the pronunciation (twice).</p> <p>cc. Students are guided to recall two types of adjectives in Japanese (~i and ~na).</p> <p>dd. In the worksheet, students are asked to group the vocabularies, found in slides, according to their type.</p> <table border="1" style="margin-top: 20px; width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 40%;">Present form</th> <th style="width: 40%;">Past form</th> </tr> </thead> <tbody> <tr> <td>~i adj.</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>~na adj.</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Present form	Past form	~i adj.						~na adj.						
	Present form	Past form															
~i adj.																	
~na adj.																	

No	Details of Activities	Time Allocation (minutes)																													
	<p>ee. Students are asked to analyse the changing pattern of each type of adjective + Discuss how the pattern of each adjective changes with your friend sitting next to you and make conclusion!</p> <p>ff. Teacher asks a representative of each pair to come forward to explain their conclusions. Other students are asked to give comment if their conclusion is different from the presenter.</p> <p>gg. Teacher guides students to draw conclusion about the change pattern of adjectives (from present to past forms).</p> <p>hh. Students practise to change adjectives according to the patterns. Teacher may give a random list of adjectives that have been learnt in grade 10 and ask students to group them.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>List of adjectives</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">あかるい</td> <td style="width: 50%;">きれい</td> </tr> <tr> <td>かつこいい</td> <td>かわいい</td> </tr> <tr> <td>しずか</td> <td>すき</td> </tr> <tr> <td>やさしい</td> <td></td> </tr> </table> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th></th> <th>Present form</th> <th>Past form</th> </tr> </thead> <tbody> <tr> <td rowspan="4">~i adj.</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td rowspan="4">~na adj.</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	あかるい	きれい	かつこいい	かわいい	しずか	すき	やさしい			Present form	Past form	~i adj.									~na adj.									
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~i adj.																															
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Post-activities

No	Details of Activities	Time Allocation (minutes)
1.	Students are asked to once again listen to the narrative audio about Bali tourism experience. Then, the students are asked to say the meaning.	20 minutes
2.	Students are given questions that measure their mastery of vocabulary and sentence patterns that have been learnt (see IPK target 3.2.1, 3.2.2 and 3.2.3 below).	
3.	Teacher reflects on the learning and tells students to stay motivated to learn at home.	
4.	Teacher ends the lesson, then, says hamdalah together with students.	
5.	Teacher says goodbye to end the learning activities.	

Second Meeting (2x45 minutes)**Pre-activities**

No	Details of Activities	Time Allocation (minutes)
1.	Teacher greets and prays together with students.	10 minutes
2.	Teacher sets up the learning atmosphere (checking student's attendance, asking students to make sure their seats and around them are neat and clean, and take out trash or objects that are not used anymore into trash cans).	
3.	Teacher reviews the vocabulary and sentence patterns that students have learnt.	

While Activities

No	Details of Activities	Time Allocation (minutes)
2.	<p>Deconstruction</p> <p>a. Students work in pairs. Each pair is given a fictitious WhatsApp (WA) group conversation. WA is chosen so that learning is more contextual and familiar to students' daily lives. (appendix 1)</p> <p>b. Students are asked to read the WA and note the vocabularies that they do not understand.</p> <p>c. Students and teacher discuss the previously noted vocabularies.</p> <p>d. If there is not any difficult vocabulary, students are given a worksheet that contains several questions (appendix 2).</p> <p>e. Students and teacher discuss the results of students' work.</p> <p>f. Students are given questions that measure their ability to apply the sentence patterns that have been learnt (see IPK target 4.2.1 below).</p>	20 minutes
3.	<p>Joint Construction</p> <p>a. Teacher gives the following case for each pair of students</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>You are a member of the WA group. Last month, you went to Yogyakarta with your parents and your two younger siblings. You visited Yogyakarta palace which you thought was amazing. After visiting the palace, you went to Malioboro. You bought some clothes which you thought were cheap. After traveling around Yogyakarta for four days, your family and you returned home with happy feelings.</p> </div> <p>b. Students are given a task. + "Write a response in the WA group based on your experience in Yogyakarta. Discuss with your friend in making the response."</p>	20 minutes

No	Details of Activities	Time Allocation (minutes)
	<p>c. Teacher selects one or two pairs' work and asks them to come forward and share their responses.</p> <p>d. The teacher asks the opinions of other pairs if they have different opinions from the presenter. The teacher leads the discussion to achieve an ideal response (complete explanation or grammatical accuracy).</p> <p>e. Teacher gives students questions that measure their ability to evaluate texts about tourism experiences and impressions (see IPK target 4.2.2 below).</p>	
4.	<p>Independent Construction</p> <p>a. Students are asked to work independently.</p> <p>b. Students are asked to recall their own tourism experiences.</p> <p>c. Students are asked to share their experiences and impressions of visiting the tourism destination.</p> <p>The students' writings are used as an assessment of writing skills (see IPK target 4.2.3 below).</p>	30 minutes

Post-activities

No	Details of Activities	Time Allocation (minutes)
1.	Teacher and students reflect on the learning of this chapter. Teacher tells students to stay motivated to learn at home.	10 minutes
2.	Teacher ends the lesson, then, says hamdalah together with students.	
3.	Teacher says goodbye to end the learning activity.	

H. Assessment of Learning Process and Results

- 1) Assessment Technique
 - a) Attitude Assessment : Observation
 - b) Knowledge Assessment : Written test
 - c) Skills Assessment : Written tests and assignment to create stories
- 2) Form of Assessment
 - a) Observation : Students' activity observation sheet
 - b) Written Test : Worksheets
 - c) Assignment : Essays

a) Attitude Assessment

Attitude assessment is carried out during learning activities through observation. Observation on the attitudes of students is referring to the following assessment instrument.

Attitude Observation Sheet

No.	Time	Name	Event/ Behaviour	Attitude points*	Pos/ Neg	Follow-up

* Attitude points include the attitude of responsibility, discipline, honesty, and confidence. These points refer to the points of attitudes found in the KI-2 formula at upper secondary school level.

b) Knowledge Assessment

Knowledge assessment covers three IPKs, namely:

IPK 3.2.1 Mention vocabulary of name of places,

IPK 3.2.2 Mention adjectives that express impression, and

IPK 3.2.3 Explain the function and patterns of sentence expressing tourism experiences and impressions.

All three assessments are carried out at the end of the first meeting. Assessments for IPK 3.2.1 and IPK 3.2.2 are carried out using crosswords puzzle, while the assessment for IPK 3.2.3 will be carried out using essay questions. Examples of questions for the three IPKs are shown below.

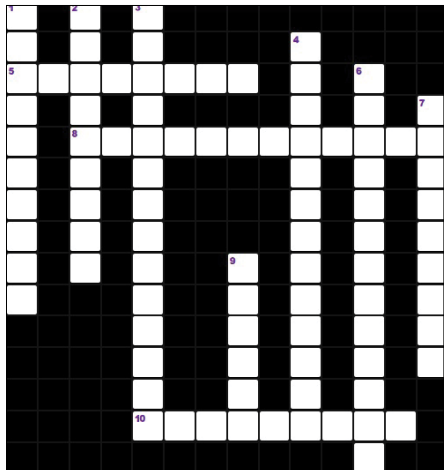
IPK Target:

3.2.1 Mention vocabulary of name of places

3.2.2 Mention adjectives that express impression

Example:

Fill in the crossword puzzle below by using *romaji*. Words that indicate adjectives are written in the past form.

<p>Example:</p> 	<p>ACROSS</p> <p>5 The city where the Dutch flag was torn in Yamato hotel, Indonesia</p> <p>8 Nice to look at (people/scenery)</p> <p>10 What we feel when the temperature is high</p> <p>DOWN</p> <p>1 A pleasant feeling when we eat a meal</p> <p>2 What we feel when we eat chili</p> <p>3 Admiration</p> <p>4 Interesting</p> <p>6 What we feel when we face difficult situation</p> <p>7 The city where Losari beach is located</p> <p>9 The city in Indonesia known as the city of rain</p>
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Created in <https://puzzel.org/en/crossword/create>.

Score calculation formula
 Score = Number of correct answers x 10

IPK Target:

3.2.3 Explain the function and patterns of sentence expressing tourism experiences and impressions

Example of questions:
 Explain the difference between these two sentences and the function of each sentence pattern!

1. わたしは バンドンへ いきました。
 わたしは バンドンへ いったことがあります。
2. ラーメンは おいしいです。
 ラーメンは おいしかったです。
3. etc..

Score calculation formula
Score = Number of correct answers x 10

c) Skills Assessment

Skills assessment includes three IPKs, namely:

IPK 4.2.1 Apply sentence pattern expressing tourism experiences and impressions

The assessment on this IPK will be carried out at the end of deconstruction stage in the form of a written test,

IPK 4.2.2 Point out mistakes found in the text about tourism experiences and impressions

The assessment on this IPK will be carried out at the end of joint construction stage in the form of a written test, and

IPK 4.2.3 Write a text about personal experiences and impressions on tourism

The assessment on this IPK will be carried out at the end of independent construction stage in the form of assignment to create essays. The following are examples of assignment for the three IPKs.

IPK Target:

4.2.1 Apply sentence pattern expressing tourism experiences and impressions

Example:

Complete the following sentences to make them correct sentences!

1. わたしは_____ラジャ・アンパットへ_____。
2. ケチャック・ダンスは_____。
3. etc.

Score calculation formula
Score = Number of correct answers x 10

IPK Target:

4.2.2 Point out mistakes found in the text about tourism experiences and impressions

Example: Look at the text below.

Mount Fuji, Japan
August, 1993

Alhamdulillah, we managed to conquer it, 3.776 meters above sea level.

Unexpectedly, the temperature was very cold while 26 friends of mine and I had to climb with tropical climate equipment. During the climb, many were unable to continue and were forced to stop. At the end, only four of us who managed to reach the top.

All climbers were exhausted, but everything was paid off when the sun rose with its warm light. It was so beautiful.

This is an unforgettable experience.

Anies Rasyid Baswedan

The text is modified from:

<https://travel.kompas.com/read/2016/09/01/170300527/Mendaki.Gunung.Fuji.Ini.Cerita.Anies.Baswedan>

The following Japanese text explains the contents of the above text. Check each sentence and when you find an error, cross it out and write the correct one beside it (see the given example). Correct all errors until the text matches the information presented in the above text and is in accordance with Japanese grammar rules.

10がつに わたしと かぞくは ふじさんへ いたことが ~~ありました~~。あります
 ふじさんは たかいです。そして、とても さむいでした。
 わたしたちは つかれました。でも、たのしいでした。

SCORING

Answer Key

Wrong	Correct
いたこと	いったこと
10がつ	8がつ
かぞく	ともだち
さむいでした	さむかった
たのしいでした	たのしかった

Score calculation

- Score 5 if all answers are correct
- Score 4 if four answers are correct
- Score 3 if three answers are correct
- Score 2 if two answers are correct
- Score 1 if one answer is correct

IPK Target:

4.2.3 Write a text about personal experiences and impressions on tourism

Example:

Share your experiences and impressions when visiting a tourism destination. Tell about four activities that you did or tourist sites that you visited as well as your impressions.

Essay Assessment Rubric

Criteria	Skor 4	Skor 3	Skor 2	Skor 1
Story completeness	The story tells about four or more tourism activities or tourist sites and the impression they made	The story tells about three tourism activities or tourist sites and the impression they made	The story tells about two tourism activities or tourist sites and the impression they made	The story tells about one tourism activity or tourist site and the impression it made
The accuracy of past adjectives used	All past adjectives are correct	There is one incorrect past adjective in the story	There are two incorrect past adjectives in the story	There are three incorrect past adjectives in the story or all past adjectives are incorrect

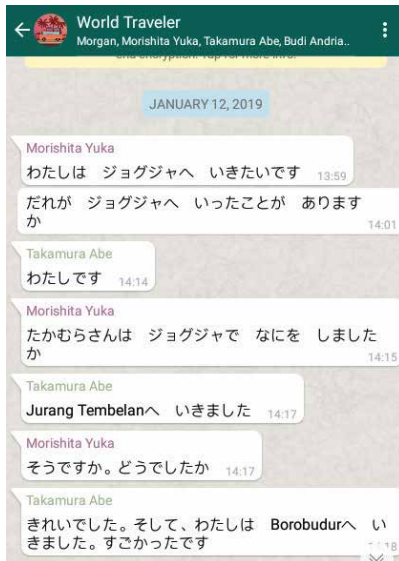
The accuracy of past tense verbs used	All past tense verbs are correct	There is one incorrect past tense verb in the story	There are two incorrect past tense verbs in the story	There are three incorrect past tense verbs in the story or all past tense verbs are incorrect
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Score calculation formula

$$\frac{(\text{the obtained total score})}{(\text{Total of ideal score})} \times 100$$

Appendix 1

Fictitious WA group conversations



Appendix 2

Students' Worksheet

Theme: Tourism

Read the WA conversation text given by the teacher, then answer the following questions.

- Who are talking in the group?
- What is the conversation about?
- Write the activities, the places visited, and the impression that Takamura Abe and Morgan got in Japanese.

No	Name	Place	Impression
1.	Takamura Abe		
2.	Morgan		

- If Morishita went to Yogyakarta, do you think she would eat *gudeg*?

3.3 Illustration of Bahasa Indonesia

3.3.1 Formulation of IPK

a. Determine the basic competencies that will be achieved in the learning

In the subject of Bahasa Indonesia, Basic Competence has been arranged in pairs between the competencies of knowledge and skills. One cycle of text-based learning model can be adopted to achieve the objectives of the Basic Competence arranged in pairs in learning every text. Sample of the illustration is taken from the Basic Competence of learning short stories at Grade XI of Senior High School. According to the Basic Competence of Curriculum 2013, there are two pairs of Basic Competence with regard to the material of the short stories. The mentioned Basic Competence is as follows.

Subject	: Bahasa Indonesia
Level/Grade	: Upper secondary/ XI
Basic Competence	:
3.8.	Identify the values of life contained in a collection of short stories read
4.8.	Demonstrate one of the values of life learned in short stories
3.9.	Analyze the constructive elements of short stories in a book of short stories collection
4.9.	Create a short story by paying attention to the constructive elements of short story

b. Identify the noun (knowledge dimension) and verb (cognitive dimension) in the Basic Competence

Basic Competence that has been determined is comprised of the dimension of thinking processes reflected in verbs and dimension of knowledge is reflected in nouns. Therefore, to know both the dimensions of thinking process and knowledge, we separate the verbs and nouns. This will make us easier to describe the material and thinking process to be more detailed in the next stage. The following is the table separating the verbs and nouns of the Basic Competence.

Table 3.3 Identification of Dimensions of Knowledge and Thinking Process of the Basic Competence

Basic Competence	Verbs (cognitive dimension)	Nouns (knowledge dimension)
3.8	Identify	Values of life contained in a collection of short stories
4.8	Demonstrate	Values of life
3.9	Analyze	The constructive elements of short story in a book of collection of short stories
4.9	Generate	Short story

c. Describe the material (knowledge dimension) and stages of thinking processes (cognitive dimension)

We need to outline the material (dimension of knowledge) and determine the stages of thinking processes to be more specific. To describe these two dimensions, we should first describe the dimension of knowledge or core material. Then, we detail the stages of thinking processes

need to be achieved by students for every material. The following is the table separating the dimension of knowledge (core material) and thinking processes.

Table 3.4 Material Description and Stages of Thinking Processes

Basic Competence	Thinking Processes		Knowledge
	Cognitive Process Target	Cognitive Process Stage	Knowledge/Basic Theory
3.8	Identify	a. Mention b. Explain	Values of life in short stories
4.8	Demonstrate	Apply	One of the values of life learned in short stories
3.9	Analyze	Describe/differentiate	Constructive elements of a short story: a. Constructive elements from within a short story (intrinsic elements): theme, message, plot, characterization, and setting b. Constructive elements from the outside short story (extrinsic elements): author background
			Structures of a short story: orientation, complications, evaluation, resolution, and coda
4.9	Construct	Compose	Framework of a short story based on the constructive elements and text structures
		Create	A short story

d. Determine the sentence formula of Competence Indicators

Based on the aforementioned description, Competence Indicators can be formulated by re-combining the dimensions of thinking process and knowledge. The following is the formulation of IPK.

- 3.8.1 Mention the values of life in short stories
- 3.8.2 Explain the values of life in short stories
- 4.8.1 Apply one of the values of life learned in short stories
- 3.9.1 Describe parts of short stories based on the constructive elements
- 3.9.2 Describe parts of short stories based on the text structures
- 4.9.1 Compose the framework of short stories based on the constructive elements and text structures
- 4.9.2 Create a short story

3.3.2 Example of Lesson Plan

The following is an example of Lesson Plan created as one of the applications of text-based learning model aiming to achieve the Basic Competence.

LESSON PLAN

School : SMA SEAQIL
Subject : Bahasa Indonesia
Grade/Semester : XI / 1
Time Allocation : 6 meetings (1 meeting = 2x45 minutes)

A. Basic Competence (KD) and Competence Indicators (IPK)

Basic Competence	Competence Indicators
KD 3.8 Identify the values of life contained in a collection of short stories read	IPK 3.8.1 Mention the values of life in short stories IPK 3.8.2 Explain the values of life in short stories
KD 4.8 Demonstrate one of the values of life learned in short stories	IPK 4.8.1 Apply one of the values of life learned in short stories
KD 3.9 Analyze the constructive elements of short stories in a book of collection of short stories	IPK 3.9.1 Describe parts of short stories based on the constructive elements IPK 3.9.2 Describe parts of short stories based on the text structures
KD 4.9 Create a short story by paying attention to the constructive elements of short story	IPK 4.9.1 Compose a framework of short story based on the constructive elements and text structures. IPK 4.9.2 Create a short story

B. Learning Objectives

Students are able to identify the values of life contained in a collection of short stories read, demonstrate one of the values of life learned in short stories, analyze the constructive elements of short stories in a book of collection of short stories, and create a short story by paying attention to the constructive elements and prioritize the traits of curiosity, responsibility, discipline and honesty during the learning activities, self-confidence, and unyieldingness.

C. Learning Materials

Knowledge	Materials
Factual	Information in the short story
Conceptual	Values of life learned in the short story The constructive elements and text structures of the short story Well-organised concepts of the short story (cohesive and coherent)
Procedural	The steps of creating a short story
Metacognitive	Strategies of writing a short story Selections of precise word in the writing of a short story

D. Learning Approach/Model/Method

Learning Model: Text-based

E. Learning Media / Tools/ Materials

Media/Tools: Stationery, colored highlighter, student worksheet, laptop, LCD

F. Learning Sources

1. A book of collection of short stories "*Bibir dalam Pispot* (Lips on the Chamber Pot)" by Hamsad Rangkuti
(the short story to be discussed is entitled "*Pispot*" – ("*The Chamber Pot*"))
2. A textbook of Indonesian language learning Grade 11 of Senior High School
3. Video
(link of the video 1: <https://www.youtube.com/watch?v=f9tNgCf7Xoo> ;
video 2: <https://www.youtube.com/watch?v=UxV8zhl140Y>)

G. Learning Stages**Meeting 1****Pre-activities**

No	Details of Activities	Time Allocation (minutes)
1.	Greet, then jointly pray	5 minutes
2.	Set up a fun learning atmosphere (check the student's attendance, ask the students to check the cleanliness of their seats and put the garbage or waste materials into the trash bin)	
3.	Deliver the highlight of the learning objectives that will be executed in the first meeting	

While Activities

No	Details of Activities	Time Allocation (minutes)
1.	<p>NEGOTIATING FIELD</p> <p>Discuss topics related to the short story that will be discussed</p> <p>a. Students watch two videos about news on theft due to poverty/hunger with two different cases. The first video: a case of theft due to poverty, but later on, there is a donation received for the poor. The second video: a similar case, but the thief got vigilantism by the residents nearby. The teacher asks the contents of the videos.</p> <p>b. The teacher and students discuss the two cases in terms of poverty, crime, and law</p>	20 minutes
2.	<p>Read parts of the short story in detail and collaboratively</p> <p>a. To execute collaborative reading activities, the teacher gives the short story of "<i>Pispot</i>" (see appendix 1: The short story of "<i>Pispot</i>").</p> <p>b. Before starting the collaborative reading activities, the teacher gives a little insight about the topic of the short story associated with poverty, crime, and law.</p>	25 minutes

No	Details of Activities	Time Allocation (minutes)
	<p>The following is the introductory sample from the teacher:</p> <p><i>Cerpen ini berjudul "Pispot" karya Hamsad Rangkuti (ceritakan sedikit mengenai profil Hamsad Rangkuti dan penghargaan terkait cerpen ini). Cerpen ini memotret suatu masalah di masyarakat kita sebagaimana kita lihat di berita tadi. Ada seseorang yang dituduh mencuri kemudian dihakimi oleh massa. Jika dilihat dari judulnya, apa yang kalian perkirakan? Apa, sih, pispot? Apa yang dicuri pispot? Untuk apa pispot di sini? Sekarang kita lihat apa yang terjadi pada si pencuri ini.</i></p> <p>[This short story is entitled "Pispot" written by Hamsad Rangkuti (tell a little story about Hamsad Rangkuti's profile and the awards achieved related to the short story). It portrays a problem in our society as showed in the news previously. There is someone accused of stealing and got beaten by the mob. As showed in the title of the short story, what is in your mind? What is the chamber pot? Why the chamber pot is the one being stolen? What is it for? Now we take a look on what happens to the thief.]</p> <p>c. The teacher asks the students to read the first paragraph. One of the students reads the first paragraph. The teacher discusses the content of the paragraph in detail.</p> <p>Examples of the teachers' question:</p> <ol style="list-style-type: none"> 1) <i>Untuk paragraf pertama, kira-kira apa yang telah terjadi?</i> [For the first paragraph, what do you think will happen?] 2) <i>Lihat kalimat pertama, (baca kalimatnya), siapa saja yang disebut "kami"? Kira-kira mereka akan pergi ke mana?</i> [Look at the first sentence, (read the sentence), to whom is "we" referred? To where will they probably go?] 3) <i>Lihat paragraf kedua, (baca kalimatnya), kita sudah tahu siapa tokoh "aku", siapakah dia?</i> [Look at the second paragraph, (read the sentence), we have already known who the "I" is, who is it?] 4) <i>Lihat kalimat ketiga, (baca kalimatnya), mengapa penulis menggunakan frasa "lelaki yang tersangka" bukan "penjambret"? Apa artinya "tersangka", apa bedanya dengan "terdakwa"?</i> [Look at the third sentence, (read the sentence), why did the writer use the phrase "the man accused" instead of "the thief"? What does "accused" mean? What is the difference from "defendant"?] 5) <i>Lihat paragraf keempat, (baca kalimatnya), tertulis "meneteskan darah", adakah yang bisa beri alternatif kata atau frasa yang artinya sama? Berdarah/mengeluarkan darah/mengucurkan darah...ada lagi? Mengapa dipilih "meneteskan darah"? Dst. (dapat dilanjutkan hingga kalimat terakhir</i> [Look at the fourth sentence, (read the sentence), it was written "bleeding", can anyone provide alternative words or phrases that have the same meaning? bleed/ooze/pour blood...anything else? Why was "bleeding" chosen? etc. (can be continued until the last sentence)] 	

No	Details of Activities	Time Allocation (minutes)
	<p>6) <i>Jadi, tentang apa paragraf ini? Mana kalimat utamanya? Siapa saja tokoh yang diperkenalkan? Di paragraf ini, ada deskripsi mengenai apa dan siapa saja?</i></p> <p>[So what is this paragraph about? What is the main sentence? Who are the characters introduced? In this paragraph, are there descriptions about particular characters? Who are they?]</p> <p>d. The teacher asks the students to read the second paragraph. One of the students reads the second paragraph. The teacher discusses the content of the paragraph in detail.</p> <p>Examples of the teachers' question:</p> <p>1) <i>Dari kalimat pertama, kejadian apa yang diceritakan sebelum atau sesudah kejadian di paragraf pertama? Apa yang menjadi penanda waktu? Siapa "orang itu"? Perhatikan ada kata "melintas"; apa maksudnya? Biasanya yang melintas itu apa, kendaraan? Mengapa "melintas" digunakan di sini, maksudnya dia berlari cepat seperti kendaraan?</i></p> <p>[From the first sentence, what was the event being told, whether it was before of after the event in the first paragraph? What is the marker of time? Who is "the man"? Notice that there is a word phrase "making his way", what does it mean? What is something that usually makes a way, a vehicle? Why is "making his way" used here, does it mean he runs as fast as a vehicle?]</p> <p>2) <i>Lihat kalimat kedua, mengapa wanita itu menjerit? (Bahas hingga kalimat terakhir.)</i></p> <p>[Look at the second sentence, why did the woman scream? (Discuss it until the last sentence.)]</p> <p>3) <i>Jadi, paragraf kedua menceritakan apa? Kata "penjambretan" di paragraf ini sama sekali tidak ada, tetapi kita bisa tahu kalau yang diceritakan adalah kronologi penjambretan. Tidak ada frasa "main hakim sendiri" atau "pengeroyokan", tetapi kita tahu yang dituduh penjambret dikeroyok massa</i></p> <p>[So, what does the second paragraph tell about? There is no word "mugging" in this paragraph, but we know that something being told is the chronology of mugging. There is no phrase "vigilantism" or "beating", but we know that the one being accused of mugging got beaten by the mob.]</p> <p>e. The teacher asks the students to read the third paragraph. One of the students reads the third paragraph. The teacher discusses the content of the paragraph in detail.</p>	
3.	<p>Read the entire short story independently</p> <p>a. Students continue to read the short story independently while writing the summary.</p> <p>b. The teacher and students discuss the results of the students' learning. The discussion should also mention factual information contained in the text.</p>	30 minutes

Post-activities

No	Details of Activities	Time Allocation (minutes)
1.	The teacher reflects on the learning and gives messages to the students to keep being motivated to learn at home.	10 minutes
2.	The teacher ends the lesson and jointly says <i>hamdalah</i> .	
3.	The teacher greets to end the learning activity.	

Meeting 2

Pre-activities

No	Details of Activities	Time Allocation (minutes)
1.	Greet, then jointly pray	10 minutes
2.	Set up the learning atmosphere (check the student's attendance, ask the students to check the cleanliness of their seats and put the garbage or waste materials into the trash bin)	
3.	<ol style="list-style-type: none"> Deliver the highlight of the learning objectives that will be executed in the second meeting. Teacher and students review the previous material. Teacher and students review the plot of the short story discussed in the previous meeting. 	

While Activities

No	Details of Activities	Time Allocation (minutes)
1.	<p>NEGOTIATING FIELD (continued)</p> <p>Determine the values of life</p> <ol style="list-style-type: none"> The teacher guides the students to determine the values of life contained in the short story. The teacher discusses one of the values of life contained in the short story. The teacher can help the students by giving them the the following questions, such as: <ol style="list-style-type: none"> <i>Jadi, apa yang dapat kalian pelajari dari jalan cerita cerpen tersebut?</i> [So, what can you learn from the plot of the short story?] <i>Bagaimana dengan ucapan atau sikap para tokoh, adakah ucapan atau sikap para tokoh yang dapat kita contoh atau tidak dapat kita contoh? Mengapa?</i> [How about the characters' language expressions or attitudes, are there any language expressions or attitudes of the characters that we can imitate or cannot immitate? Why?] <i>Pelajaran atau pesan moral yang kita peroleh tersebut termasuk nilai kehidupan apa?</i> [What kind of values of life are the lessons or moral wisdoms that we have acquired?] 	20 minutes

No	Details of Activities	Time Allocation (minutes)																								
	<p>b. The students determine the values of life contained in the short story. They also explain the reasons for determining the values of life. They perform the task by completing the table provided. This task is completed individually.</p> <table border="1" data-bbox="258 256 736 355"> <thead> <tr> <th>No</th> <th>Quote</th> <th>Values of life</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>...</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>c. The exercise is discussed jointly. There are 1-2 students presenting the results, then other friends give responses. The teacher guides the discussion so that both the teacher and the students can conclude jointly.</p>	No	Quote	Values of life	Explanation	1.				...																
No	Quote	Values of life	Explanation																							
1.																										
...																										
2.	<p>Apply one of the values of life learned from the short story</p> <p>a. The students work in groups of 3-4 people per group. The given assignment is that the students imitate a case occurred in their daily life and apply one of the values of life that has been learned in the short story into the case. They write an example of a case, select the chosen values of life, and illustrate the application of the values of life in the case.</p> <p>b. There are 1-2 groups presenting the results of their learning, whereas other students give responses. The teacher guides the discussion so that both the teacher and the students can conclude jointly.</p> <p>c. The students submit their written assignments to the teacher to be assessed.</p>	20 minutes																								
3.	<p>DECONSTRUCTION</p> <p>Analyze the intrinsic elements of the short story</p> <p>a. The students determine the intrinsic elements of the short story by answering the teacher's questions. They complete the given assignment individually, but are allowed to discuss with their friends. The following are the teacher's questions containing of the intrinsic elements of the short story.</p> <table border="1" data-bbox="258 1027 736 1286"> <thead> <tr> <th>No.</th> <th>Questions</th> <th>Answers</th> <th>Paragraph</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>What is the theme of the short story?</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>What message can we learn from the short story?</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>Who are the characters and how are their characters?</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>What plot is the writer used in the short story?</td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>Where, when and how are the atmosphere in the short story?</td> <td></td> <td></td> </tr> </tbody> </table> <p>b. The teacher and the students discuss the results of their learning and conclude the intrinsic elements of the short story.</p> <p>c. The teacher and the students conclude the intrinsic elements in the short story.</p>	No.	Questions	Answers	Paragraph	1.	What is the theme of the short story?			2.	What message can we learn from the short story?			3.	Who are the characters and how are their characters?			4.	What plot is the writer used in the short story?			5.	Where, when and how are the atmosphere in the short story?			25 minutes
No.	Questions	Answers	Paragraph																							
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3.	Who are the characters and how are their characters?																									
4.	What plot is the writer used in the short story?																									
5.	Where, when and how are the atmosphere in the short story?																									

Post-activities

No	Details of Activities	Time Allocation (minutes)
1.	The teacher reflects on the learning and gives messages to the students to keep being motivated to learn at home.	10 minutes
2.	The teacher ends the lesson and jointly says <i>hamdalah</i> .	
3.	The teacher greets to end the learning activity.	

Meeting 3

Pre-activities

No	Details of Activities	Time Allocation (minutes)
1.	Greet, then jointly pray	10 minutes
2.	Set up the learning atmosphere (check the student's attendance, ask the students to check the cleanliness of their seats and put the garbage or waste materials into the trash bin)	
3.	a. Review the previous material. b. Deliver the highlight of the learning objectives that will be executed in the third meeting.	

While Activities

No	Details of Activities	Time Allocation (minutes)
1.	<p>DECONSTRUCTION (continued)</p> <p>Analyze the intrinsic elements of the short story</p> <p>a. The students determine the extrinsic elements of the short story. The teacher can ask the students to search for various information (if the students' facilities are supported) on the background of the author, i.e., Hamsad Rangkuti. They should be in groups to answer questions from the teacher. The following are the questions that can be used by the teacher.</p> <p><i>Dari informasi yang kalian dapat, adakah hal yang mempengaruhi penulisan cerpen ini? Jelaskan!</i></p> <p>[From the information you received, is there factor influencing the writing of the short story? Explain!]</p> <p>b. If the students still have difficulties in or cannot find the appropriate information, the teacher can help provide materials.</p> <p>c. The teacher and the students discuss the results of their learning and conclude the extrinsic elements of the short story.</p>	30 minutes
2.	<p>Analyze the text structures of the short story</p> <p>a. The students determine the extrinsic elements of the short story. The teacher can ask the students to search for various information (if the students' facilities are supported) on the background of the author, i.e., Hamsad Rangkuti. They should be in groups to answer questions from the teacher. The following are the questions that can be used by the teacher.</p>	30 minutes

No	Details of Activities	Time Allocation (minutes)
	<p>1) <i>Lihat paragraf 1—3, apa perbedaan dengan paragraf berikutnya?</i> [Look at paragraphs 1—3, what are the difference from the next paragraphs?]</p> <p>2) <i>Apa saja masalah yang diceritakan dalam cerpen ini?</i> [What are the problems presented in this short story?]</p> <p>3) <i>Bagaimana penyelesaian masalah dalam cerpen ini?</i> [How are the sollutions of the problem in this short story?]</p> <p>4) <i>Apa yang seharusnya ada di bagian orientasi, komplikasi, dan resolusi?</i> [What are the information that should be in the sections of orientation, complication, and resolution?]</p> <p>b. While discussing, the students mark the short stories according to its text structures.</p> <p>c. The teacher and the students jointly conclude the differences and things that should have been included in each part of the text structures. The students write notes regarding with the aforementioned task.</p>	
3.	<p>Answer the questions for the assessment of the knowledge aspect</p> <p>The students complete the questions individually. The results of their learning e submitted and will be assessed by the teacher.</p>	25 minutes

Post-activities

No	Details of Activities	Time Allocation (minutes)
1.	The teacher and the students reflect the learning activities. Afterward, the teacher gives a message to the students to keep being motivated to learn at home.	5 minutes
2.	The teacher ends the lesson, then jointly says <i>hamdalah</i> .	
3.	The teacher greets, then ends the learning activities.	

Meeting 4

Pre-activities

No	Details of Activities	Time Allocation (minutes)
1.	Greet, then jointly pray	5 minutes
2.	Set up a fun learning atmosphere (check the student's attendance, ask the students to check the cleanliness of their seats and put the garbage or waste materials into the trash bin)	
3.	Deliver the highlight of the learning objectives that will be executed in the fourth meeting	

While Activities

No	Details of Activities	Time Allocation (minutes)
1.	<p>DECONSTRUCTION (continued)</p> <p>Discuss the questions of the previous meeting</p> <p>The teacher discusses the answers towards the questions answered by the students in the third meeting.</p>	15 minutes
2.	<p>Rediscuss the learning materials on the constructive elements and text structure of the short story</p> <p>The teacher rediscuss the learning materials learned in terms of the constructive elements and text structures of the short story. The discussion is placed emphasis on the common mistakes made by the students in the previous test completed.</p>	10 minutes
3.	<p>JOINT CONSTRUCTION</p> <p>Rewrite parts of the short story “Pispot”</p> <p>a. The teacher reviews the plot of the short story “Pispot”.</p> <p>b. The teacher asks the students to look at the orientation part, which is in paragraph 1-3. This section will be rewritten jointly.</p> <p>c. The teacher writes points of the paragraph assisted by the students. The teacher can write on the laptop and display it on a projector or write it on the whiteboard. The teacher involves the students in this activity. The following are the examples of the points of the first paragraph.</p> <ol style="list-style-type: none"> 1) <i>Para tokoh naik mobil polisi</i> [The characters get into the police car] 2) <i>Tokoh aku duduk sebelah wanita korban penjabretan</i> [The character 'I' sat beside the woman who had been robbed] 3) <i>Tersangka laki-laki duduk depan tokoh aku dan korban</i> [The man accused of the robbery sat in front of the 'I' and the victim] 4) <i>Hidung tersangka meneteskan darah</i> [The accused man's nose was bleeding] 5) <i>Sebelah kiri dan kanan tersangka, duduk petugas pasar dan polisi</i> [Either side of the man accused, sat the security officer and the policeman] 6) <i>Bagian atas mobil itu terbuka sehingga angin dapat menerbangkan rambut para penumpang</i> [The roof of the car was opened so that the wind could blow the passengers' hair] <p>d. The teacher and the students agree about the changes on several points of the paragraph. For example, in the first paragraph, the characters went to the police station not by a police car, but by walking on foot because it was close. The 'I' telling the story was the victim of the mugging.</p>	45 minutes

No	Details of Activities	Time Allocation (minutes)
	<p>e. After the changes are agreed, the teacher exemplifies the rewriting for sentences 1—2. The students take typing and writing on the whiteboard in turns to continue the story. Other students can help.</p> <p>f. The students are guided by the teacher to criticize every sentence written (the teacher ask questions). The sentences are criticized in terms of the plot, word choice, sentence structure, spelling, and punctuation. In addition to criticizing, other students, guided by the teacher, provide corrections to the sentences written.</p>	10 minutes
4.	<p>Write the continuation of the short story “Pispot”</p> <p>a. The students form groups (3-4 people per group).</p> <p>b. The students, in the group, continue the story that starts from the incident when the accused man confessed to the witness that he indeed took the necklace. They write 1—2 paragraphs to end the story.</p> <p>c. The teacher collects the results of their learning</p>	

Post-activities

No	Details of Activities	Time Allocation (minutes)
1.	The teacher and the students reflect the learning activities. The teacher gives a message to students to keep being motivated to learn at home.	5 minutes
2.	The teacher ends the lesson, then jointly says <i>hamdalah</i> .	
3.	The teacher greets, then ends the learning activities.	

Meeting 5

Pre-activities

No	Details of Activities	Time Allocation (minutes)
1.	Greet, then jointly pray	5 minutes
2.	Set up a fun learning atmosphere (check the student's attendance, ask the students to check the cleanliness of their seats and put the garbage or waste materials into the trash bin)	
3.	Deliver the highlight of the learning objectives that will be executed in the fifth meeting	

While Activities

No	Details of Activities	Time Allocation (minutes)
1.	<p>JOINT CONSTRUCTION (continued)</p> <p>Discuss the continuation of the writing assignment of the short story in the previous meeting</p> <p>The teacher reads and discusses some of the students' writings. The teacher can take examples of the writing that are well-constructed and not well-constructed. The teacher involves the stu-</p>	30 minutes

No	Details of Activities	Time Allocation (minutes)
	dents in criticizing the writing. If needed, both the teacher and the students correct the writing that has been made. The writing is criticized in terms of the content of the story and language use.	
2.	<p>INDEPENDENT CONSTRUCTION</p> <p>Prepare the framework of the short story</p> <p>a. The teacher and the students discuss things that make the short story "Pispot" interesting in terms of the discussed theme, values of life, narration, etc.</p> <p>b. The teacher and the students discuss on how to create a well-constructed short story.</p> <p>c. The teacher and the students discuss the theme of poverty in the short story that has been discussed and what kinds of problems related to poverty that can be used as the topic of writing a short story. The students will write one of the topics.</p>	10 minutes
3.	<p>Create a short story</p> <p>a. Every student constructs the framework of a short story. The constructed framework mentions the intrinsic elements and the organisation of the story is written in story points containing of the beginning of the story, events comprising of conflicts, and the end of the story.</p> <p>b. The students continue to develop the framework into the first draft of the short story at home.</p>	10 minutes

Post-activities

No	Details of Activities	Time Allocation (minutes)
1.	The teacher and the students reflect the learning activities. Afterward, the teacher gives a message to students to keep being motivated to learn at home.	5 minutes
2.	The teacher ends the lesson, then jointly say <i>hamdalah</i> .	
3.	The teacher greets, then ends the learning activities.	

Meeting 6**Pre-activities**

No	Details of Activities	Time Allocation (minutes)
1.	Greet, then jointly pray	5 minutes
2.	Set up a fun learning atmosphere (check the student's attendance, ask the students to check the cleanliness of their seats and put the garbage or waste materials into the trash bin)	
3.	Deliver the highlight of the learning objectives that will be executed in the sixth meeting	

While Activities

No	Details of Activities	Time Allocation (minutes)
1.	INDEPENDENT CONSTRUCTION Revise the short story	65 minutes
	a. The students continue to write the short story. The teacher checks the students' writing one by one and provides feedback. The students whose writing has been completed and has not been corrected by the teacher can discuss with their friends. b. If they have not finished, they can submit their writing in the next meeting.	
2.	Reflection	15 minutes
	a. The teacher and the students reconclude things that have been learned during the learning of short story. b. The students share the obstacles in writing a short story and their strategies in overcoming them. The teacher and other students provide feedback to overcome those obstacles.	

Post-activities

No	Details of Activities	Time Allocation (minutes)
1.	The teacher and the students reflect the learning activities. Afterward, the teacher gives a message to students to keep being motivated to learn at home.	5 minutes
2.	The teacher ends the lesson, then jointly says <i>hamdalah</i> .	
3.	The teacher greets, then ends the learning activities.	

H. Assessment of Learning Process and Results

1. Techniques of Assessment
 - a. Attitude Assessment : Observation
 - b. Knowledge Assessment : Written test
 - c. Skill Assessment : Assignment
2. Forms of Assessment
 - a. Observation : Observational sheet of the Students' Activities
 - b. Written test : Worksheet of Multiple Choice
 - c. Assignment : Essay

Attitude Assessment

Attitude assessment is carried out by observing the students' activities throughout the learning processes. The teacher can take notes on the events or the students' outstanding behavior (see **Appendix 2: Sheet of the Attitude Assessment**)

Knowledge Assessment

Knowledge assessment is carried out by giving tests to the students that should be completed individually in the 3rd meeting. Time allocation is approximately 20 minutes to answer 10 multiple choice questions. The questions are composed based on the following Competence Indicators

Competence Indicators	Number of Questions
3.8.1 Determine the values of life in short stories	3 questions
3.8.2 Explain the values of life in short stories	
3.9.1 Describe parts of the short stories based on the constructive elements	3 questions
3.9.2 Describe parts of the short stories based on the text structures	4 questions
Total score = total of the correct answers of the questions	10

Examples of the questions for each Competence Indicator are attached (see **Appendix 3 Lesson Plan: Examples of the questions of the Knowledge Assessment**).

Skill Assessment

The skill assessment is carried out through three-time assignments to measure the achievement of the related Competence Indicators, as follows

Competence Indicators	Forms of assignment
4.8.1 Apply one of the values of life learned from the short story	Description of the application of one of the values of life (group work, the 2nd meeting)
4.9.1 Compose the framework of a short story based on the constructive elements and text structures	The framework of the short story (individual assignment)
4.9.2 Create a short story	A short story (individual assignment)

The assignment is assessed by using instruments (see **Appendix 4: Instruments of the Skill Assessment**).

Appendix of the Lesson Plan

Appendix 1: The Short Story “Pispot”

Pispot

karya: Hamsad Rangkuti

Kami naik ke mobil polisi itu. Aku duduk di sebelah wanita korban penjambretan. Lelaki yang tersangka melakukan penjambretan itu duduk di depan kami. Hidungnya masih meneteskan darah. Di kiri kanannya duduk petugas pasar yang menangkapnya dan seorang polisi. Mobil itu terbuka. Angin menerbangkan rambut kami.

Orang itu beberapa saat yang lalu melintas di antara keramaian pasar. Seorang wanita menjerit. Aku melihat orang itu memasukkan sesuatu ke mulutnya di saat langkahnya yang tergesa. Aku menuding lelaki itu dan petugas pasar menangkapnya. Massa pun melampiaskan amarah mereka. Orang itu melap darah pada bibirnya dalam kecepatan lari mobil. Dia tidak berani mengangkat untuk memperlihatkan darah yang masih meleleh mencoreng mukanya. Sebenarnya tidak ada barang bukti untuk menuduhnya sebagai pelaku penjambretan itu. Namun, aku mempertahankan kesaksianku dan ia pun jatuh terjerumus ke tangan polisi.

Di kantor polisi dia mulai didesak untuk mengakui perbuatannya. Mereka mulai menjalankan cara mereka untuk membuat orang mengaku!

“Benar kamu telan kalung itu?” bentak mereka.

“Tidak,” kata laki-laki itu menyembunyikan mukanya.

“Kamu buang?”

“Tidak.”

“Kamu sembunyikan?”

“Tidak.”

“Dia tidak bisa berkata lain selain: Tidak!” Mereka mulai tidak sabar. “Siksa!”

Orang itu terlempar dari kursi. Dia mencoba hendak berdiri. Bertelekan pada sudut meja. Dia kembali duduk di kursi.

“Saya tidak melakukan penjambretan itu, Bapak Polisi.”

“Bukan itu yang kutanyakan! Ke mana kau sembunyikan kalung itu?”

“Dia telan!” kataku.

“Kamu lihat?”

“Saya lihat! Dia masukkan kalung itu dan dia telan!”

Aku menambah kata “kalung” pada kesaksianku. Padahal, aku tidak melihat benda apa yang dimasukkan ke dalam mulutnya. Sekarang sudah telanjur! “Pasti?”

“Pasti!”

“Dia masukkan kalung itu ke mulutnya? Begitu?”

Orang di seberang itu memindahkan kesaksianku ke atas kertas yang diketiknya.

“Ya! Dia masukkan!”

“Lalu dia telan?”

“Berapa gram? Tanyanya ke wanita korban penjabretan itu. “Lima belas gram!” jawab wanita itu.

“Cukup! Itu sudah cukup!” Bentak kepala pemeriksa.

“Semua keterangan itu sudah cukup meyakinkan! Ambil obat pencahar! Pisang dan papaya. Suruh dia mencoret seperti burung. Lalu tampung kotorannya!”

Kepala pemeriksa itu pergi meninggalkan ruang pemeriksaan. Setelah semua benda yang disebutkan tersedia di ruang pemeriksaan, orang memanggilnya dan dia datang dengan keputusannya.

“Suruh dia minum obat pencahar! Apa itu? Garam inggris?” “Betul Pak.” Kata bawahannya

“Bagus, dan tampung!”

Mereka pun mulai memaksa lelaki itu untuk menelan obat pencahar. Tetapi, lelaki itu tidak mau meminumnya. Dia tidak mau membuka mulut. Mereka mulai keras. Gelas berisi larutan garam inggris itu mereka sodokan ke mulutnya. Dia tutup mulutnya seperti orang menggigit. Kemudian dia terlempar lagi di kursi.

“Minum! Apa kau tidak biasa minum?!”

Dia bertelekan pada sudut meja untuk bisa bangkit dari tempat dia tersungkur.

“Kupas papaya itu! Dan suruh dia makan!”

“Mana yang lebih dahulu Komandan? Obat pencahar ini atau papaya?”

“Serentak juga tidak apa-apa! Yang penting tampung begitu dia ke jamban!”

“Nanti ususnya...”

“Tidak ada urusan! Suruh dia telan obat pencahar itu! Kemudian pisang atau papaya, lalu tampung!”

Mereka pun memaksa lelaki itu membuka mulut untuk menyangkahkan itu semua.

Aku mulai tidak kuat melihat penyiksaan itu. Aku minta kepada komandan pemeriksa untuk membolehkan aku membujuk lelaki itu menelan obat pencahar, pisang dan papaya. Dia menyetujui. Lalu aku dan lelaki itu di masukkan ke dalam ruang berdinding kaca yang terang benderang. Para pemeriksa berada di balik riben dan kami tidak melihatnya. Termasuk wanita yang menjadi korban penjambretan itu mengawasi kami lewat kaca peragaan. Aku mulai membujuk laki-laki itu. Gelap di luar memberi kesan seolah kami berada di dalam kamar dalam gelap malam.

"Sekarang cuma kita berdua saja di ruang ini. Ada suatu hal yang ingin kukatakan kepadamu. "Aku mulai menyakinkannya." "Kalau dalam waktu dekat kau tidak keluarkan kalung itu, mereka akan mengoperasimu!" Aku bergeser dekat kepadanya. "Kau telah tahu bagaimana orang dioperasi? Kau akan dibawa ke kamar bedah. Sebelum kau dioperasi, tubuhmu akan ditembus sinar x untuk melihat di bagian mana kalung itu nyangkut di ususmu. Kau akan puasa dalam waktu yang lama. Setelah itu baru kau dimasukkan ke kamar bedah. Kau akan dibius. Pada saat kau sudah tidak sadar oleh obat bius, pada saat itulah kulit perutmu akan disayat mereka di meja operasi. Pisau bedah itu akan masuk ke dalam perutmu seperti orang menyangi ikan. Ususmu akan disabet mereka dengan geram, karena kau menyembunyikan benda berharga di ususmu. Satu hal harus kau ketahui bahwa operasi itu bukan untuk menyelamatkan kalung yang kau telan. Coba bayangkan seandainya operasi itu memerlukan tambahan darah. Siapa yang akan mau menyumbangkan darahnya untuk orang seperti kau? Jambret! Ingat bung. Kau tidak ada artinya bagi mereka. Mereka mengoperasimu dalam saat mereka geram karena kau menyembunyikan kalung emas di dalam ususmu. Kau tidak ada artinya bagi mereka. Tidak mungkin ada orang mau menyumbang darah secara sukarela kepadamu. Tidak mungkin ada salah seorang sanak keluargamu yang mau datang menunjukkan diri untuk menyumbang darah kepadamu. Mereka malu untuk muncul. Karena kau maling! Tahu kau? Nyawamu bagi mereka tidak ada artinya. Tubuhmu yang terbaring dalam pengaruh obat bius itu tidak akan mereka hiraukan lagi begitu mereka menemukan kalung emas itu. Saking gembiranya mereka itu, aku yakin begitu, mereka akan lupa menyudahi operasimu. Kau akan mati sia-sia. Untuk apa menyelamatkan penjambret seperti kau. Mengurangi jumlah penjahat lebih bijaksana! Maka, kau akan mam-pus! Kau tidak ubah seperti koper tua yang dicampakkan setelah dikeluarkan isinya. Mayatmu akan terbaring tanpa ada orang yang menjenguk."

Orang itu dari tunduk memandang kepadaku.

"Kau masih muda Bung. Masih banyak kemungkinan masa depanmu. Kau harus memanfaatkan hidupmu. Masak kau mau mam-pus dengan jalan konyol seperti itu? Operasi itu bukan untuk menyelamatkan jiwamu, tetapi untuk menyelamatkan kalung emas yang kau telan!"

"Apa yang harus aku lakukan?" katanya.

"Keluarkan!" bentakku

"Aku tidak melakukannya!"

"Sudah tidak ada waktu lagi untuk berkilah-kilah! Tidak saatnya menyembunyikan kejahatan pada saat ini. Jangan tunggu mereka kalap. Jangan kau kira mereka tidak melihat kita. Semua gerak-gerik kita mereka lihat lewat kaca riben ini. Lihat kedip api rokok mereka di dalam gelap! Itu sama seperti mata mengintai kita. Ayo lakukan! Cepat telan obat pencahar itu! Apa yang kau takutkan pergi ke jamban?"

Dia raih gelas berisi larutan garam inggris dari atas meja. Dia reguk seperti orang minum kopi.

Kemudian dia lahap pepaya dan pisang.

“Makan lebih banyak pepaya itu, biar cepat dia mendorongnya.”

Seorang petugas membuka pintu kaca.

“Sudah ingin ke jamban?” katanya

“Dia baru menelannya. Belum. Sebentar lagi, Pak.”

“Bagus! Kalau dia tidak suka pepaya dalam negeri, kita bisa sediakan pepaya Bangkok!” Dia tutup intu kaca itu.

Tidak lama kemudian dia muncul pula. Dua orang masuk membawa papan penyekat dan dua pispot. Papan penyekat itu dimaksudkan sebagai dinding jamban. Orang itu kalau sudah ingin ke jamban, dia boleh pergi ke balik papan penyekat untuk membuang hajat. Untuk alasan tertentu. Orang itu diperintahkan menanggalkan pakaiannya, kecuali celana dalam. Dia disuruh mereka pergi ke balik papan penyekat sampai dia memerlukan pispot.

Aku dan para petugas keluar dari dalam ruangan berkaca. Kami menonton dari balik riben, menunggu orang itu mengeluarkan kotorannya ke dalam pispot.

Seorang petugas yang memegang alat pengeras suara masuk ke dalam ruangan berkaca dan mengambil pispot yang diulurkan dari papan penyekat. Petugas itu tampak memeriksa isi pispot dengan ranting. Terdengar dia melaporkan apa yang dia lihat di dalam pispot.

“Belum keluar! Baru biji-biji kedelai. Rupanya dia makan tempe!”

Dia keluar membawa pispot dan seseorang menyambutnya dan membersihkannya di lubang kakus.

Si penjambret meminta pispot baru. Kemudian orang yang membawa alat pengeras suara masuk kembali ke dalam ruangan berkaca dan menyambut pispot yang diulurkan dari balik papan penyekat. Lalu terdengar suara dari dalam pengeras suara:

“Belum juga! Masih sisa-sisa tempe. Ada seperti benang. Kukira ini sumbu singkong rebus!”

Dia kemudian dalam urutan waktu melakukan hal yang sama. Sementara, di balik riben kami terus menunggu sudah sampai sepuluh kotoran di dalam pispot dituang ke dalam kakus, namun kalung itu tak terkait di ujung ranting. Wanita pemilik kalung mulai bosan menunggu. Dia menilpun suaminya. Tidak lama kemudian suami wanita itu datang. Dia pun ikut bergabung menonton di balik riben. Orang di balik papan penyekat makin pendek jarak waktunya dia mengulurkan pispot, namun kalung emas lima belas gram itu tidak keluar bersama kotorannya. Pada saat kami menunggu seperti itu, tiba-tiba papan penyekat di dalam ruangan kaca itu terdorong dan kemudian tumbang. Orang dibaliknya jatuh terjerembab menindihnya. Dia sudah tidak dapat berdiri. Dia menjadi lunglai setelah terus –menerus mengeluarkan kotorannya.

Maka, si suami pun mengambil keputusan. Dia desak si istri mencabut tuduhannya. Si istri melakukannya. Tuduhannya dia cabut. Dia minta maaf pada polisi, karena mungkin bukan orang itu yang menjambret kalungnya. Lelaki itu dibersihkan di kamar mandi. Tuduhan terhadap dirinya dicabut! Wanita itu minta maaf kepadanya. Aku juga minta maaf kepadanya. Polisi juga memaafkannya. Dia bebas!

Karena merasa berdosa, aku menolong lelaki itu meninggalkan kantor polisi. Aku memapahnya naik ke atas taksi. Aku terus-menerus meminta maaf di sepanjang perjalanan. Aku raba uang di sakuku. Aku beri dia uang untuk menebus rasa berdosa pada diriku. Lelaki itu berlinang air matanya.

"Beli makanan. Kau perlu gizi untuk memulihkan kesehatanmu. Aku benar-benar merasa berdosa!"

Dia lipat uang di tangannya.

"Terima kasih. Ternyata bapak orang baik."

"Jangan katakan begitu! Aku telah menjerumuskanmu. Uang itu tidak ada artinya. Aku telah melakukan kesaksian palsu. Maafkan aku, Bung."

Kemudian kami sama diam di dalam perjalanan itu. Kemudian dia minta diturunkan di gang tempat tinggalnya. Aku menolongnya sampai keluar. Aku menyalamnya.

"Maafkan aku Bung. Rasanya aku berdosa betul. Sepuluh ribu tidak ada artinya untuk mengenyahkan rasa berdosa itu. Bisa kau berdiri? Apa tidak becak ke rumahmu? Apa perlu aku mengantarmu?"

"Tidak usah Pak. Terima kasih."

Dia tampak tidak kuasa menahan air matanya. Aku biarkan dia berdiri goyah. Aku masuk ke dalam taksi. Pintu aksi dia tutupkan tempat dia bertumpu. Aku ulurkan tanganku pada jendela untuk menjabat tanganya. Aku belum merasa cukup untuk melenyapkan rasa bersalah itu. Maka, aku mengulang apa yang telah kukatakan:

"Maafkan saya, ya Bung. Beli makanan untuk memulihkan kesehatanmu. Aku benar-benar merasa berdosa kepadamu. Aku tidak akan mengulang hal yang sama terhadap orang lain."

Orang itu menghapus air matanya pada pipinya yang berdarah. Mukanya yang lebam dia tundukkan.

"Bapak adalah saksi yang benar. Bapak tidak boleh merasa berdosa." Dia semakin menunduk seolah dia hendak menyembunyikan mukanya. "Bapak orang baik. Saya harus mengatakannya! Anakku sedang sakit keras. Kami perlu biaya. Istriku telah putus asa di rumah. Dokter meminta banyak." Dia tiba-tiba mengangkat mukanya. "Bapak adalah saksi itu! Bapak orang baik. Saya harus mengatakannya!" Dia kembali menunduk. "Saya bukanlah menjambret. Tetapi, saya telah melakukannya. Tiga kali kalung itu keluar ke dalam pispot. Begitu keluar aku langsung menelannya." Dia lepas jabat tangannya pelan-pelan. Dia memandangnya.

"Bapak orang baik. Hukumlah saya." Dia raba uang yang telah saya beri itu di dalam saku bajunya. Dia mungkin hendak mengembalikannya.

"Kalau begitu kau masih memerlukan pispot," kataku.

Aku biarkan dia memegang uang sepuluh ribu itu. Aku suruh taksi meninggalkannya. Aku harus segera memutuskan begitu sebelum aku berubah keputusan. Kurasa itu lebih tepat.

The Chamber Pot

by: Hamsad Rangkuti

We climbed into the police car. I sat beside the woman who had been robbed. The man accused of the robbery sat in front of us. His nose was still bleeding. The security officers who had caught him in the market sat on either side of him, together with one policeman. There was no roof on the car. The wind played with our hair.

A few moments ago the man had been making his way through the crowded market. The woman screamed. I saw the man put something into his mouth as he hurried away. When I pointed him out, the security officers caught him. The mob vented their anger on him. As the car sped away, he wiped the blood from his lips. He didn't dare look up to show the blood which smeared all over his face.

To be honest, there was no proof that he had stolen the woman's property. But I stuck to my story and they arrested him.

Once we reached the police station, the officers began to work him over, so that he would confess. They had their own way of doing these things.

"Did you swallow the necklace?" they demanded.

"No," the man said, bowing his head.

"Did you throw it away?"

"Did you hide it?"

"No."

"Did you give it to an accomplice?"

"That is all he can say: 'No.'" They were becoming impatient. "Beat him up!"

They knocked the man out of his chair. He tried to stand up. Clung to a corner of the table. He sat back in the chair again.

"I didn't take anything, Officer."

"That wasn't what I asked. Where did you hide the necklace?"

"He swallowed it," I said.

"Did you see him swallow it?"

"Sure! He put the necklace into his mouth and he swallowed it!" I added the word "necklace" to my previous testimony. In fact, I didn't see what he put into his mouth. But it was too late to stop now.

"Are you sure?"

"I'm positive."

"He put the necklace into his mouth? Was that how it happened?"

The man on the other side of the table typed my testimony onto a piece of paper.

"He did."

"Then he swallowed it?"

"He did."

"How heavy was the necklace?" he asked the woman who had been robbed.

"Fifteen grams," the woman replied.

"Good. I've got everything I need," snapped the senior officer. "I'm convinced by what you say. Now we need to get the necklace out of him. Find some laxatives. Some bananas and papayas as well. Make him eat the lot. Make him shit like a bird. We can catch the droppings."

The senior officer left the interrogation room. When the objects he had ordered were ready in the interrogation room, the police officers called him back again and he returned.

"Make him drink the laxative," he insisted. "Force him. What is that? Epsom salts?"

"Yes, sir," said one of the subordinates.

"Good. Get ready to catch what comes out!"

They started to make the man to swallow the laxative. But he refused. He wouldn't open his mouth. They used force. They tried to put the foaming glass of Epsom salts into his mouth. He clenched his jaw. They knocked him out of his chair a second time.

"Drink it! Why won't you drink it?"

He clung to a corner of the table as he tried to get up off the floor.

"Peel the papaya. And make sure that he eats it!"

"Which one should we give him first, Captain? The salts or the papaya?"

"Give him both. Just make sure you catch whatever comes out of him."

"But his intestine ..."

"I don't care. Make him drink the salts. And eat the bananas. Or the papayas. Be ready for when he wants to go to the toilet!"

They forced the man to open his mouth so that he could swallow the lot.

The violence was starting to make me feel uncomfortable. I asked the senior officer to allow to persuade the man to swallow the salts and eat the fruit. He agreed. The man and I went into a brightly lit room with glass walls. The police stood behind the tinted glass, where we couldn't see them. The woman who had been robbed also stood behind the observation area watching us through glass.

I began to win him over. The dark outside made me feel as though we were in a bedroom on some dark night.

"There are just the two of us here," I tried to assure him. "There is something I need to tell you. If you don't excrete the necklace in a hurry, they'll operate on you." I moved closer to him. "Do you know what I mean – 'operate'? They'll take you to an operating room. Before the operation, they will x-ray you to see where the necklace is sitting in your stomach. They'll make you fast for a long time. Then they'll take you to the operating room. And anaesthetize you. Then, when you're unconscious, they'll cut your stomach open. It will be just like cleaning a fish. They'll scrub your guts real hard, because you're hiding something valuable in your stomach. You have to realise that they're not interested in saving your life; they only want the necklace you swallowed. Imagine what might happen if you started to lose a lot of blood. No one will give you their blood. You're a thief! Don't forget: you don't mean a thing to them. They're mad at you for hiding the gold necklace in your guts. It won't be a pretty operation. You don't mean a thing to them. No one will willingly give you their blood. Your family won't be allowed to come and donate blood. They would be too ashamed. Because you're a thief. Your life doesn't mean a thing to them. Once they've found the gold necklace, they'll leave your unconscious body on the operating table. They'll be so delighted, I assure you, that they won't even bother to finish the operation. You'll die, that's what will happen. Why should they bother saving the life of a thief like you? It will be a good way of making sure that there is one less criminal in the world. Kick the bucket. You'll be no better than an old suitcase; they'll empty you out, then throw you away. You'll be stretched out in the morgue and no one will come to pay their last respects."

The man raised his head and looked at me.

"You're still young, my friend. There is so much you can still do with your life. Don't waste it. This is a stupid way to die. They're not interested in saving your life. They just want the gold necklace you swallowed."

"What should I do?" he asked.

"Give them the necklace!" I insisted.

"I don't have it!"

"This is no time for games. It's too late to hide your crime. Don't make them too angry. And don't think that they can't see what we're doing. They can see everything through the two way mirrors. Look at the way their cigarettes burn out there in the dark. Like eyes spying on us. Please drink the mixture. Quickly! Are you afraid of going to the toilet?"

He grabbed the glass of salts and gulped it down as if it were a cup of coffee. The he gobbled down the papaya and bananas.

"The more papaya you eat, the sooner you'll get rid of it!"

A guard opened the glass door.

“Do you want to go to the toilet?” he asked.

“Be patient. He isn’t ready yet. Can you come back in a little while, officer?”

“Of course! I he doesn’t like Indonesian papaya, we have some from Thailand. Top quality!” He closed the glass door again.

Before long, the officer returned once more. Two policeman entered, carrying a screen and two chamber pots.

The screen was intended to function as a toilet. If the man wanted to go to the toilet, he could go behind the screen and shit. For their own reasons, they ordered him to take off all his clothes, except for his underpants. They told him to go behind the screen when he needed to use the chamber pots.

The guards and I left the glass room. We watched from behind the mirror, and waited for him to shit into the pots.

A guard entered the glass room carrying a loud speaker and took a pot when the man held it out from behind the screen. The guard appeared to examine the contents of the chamber pot with a stick. He then reported what he could see in the pot.

“Nothing yet! Only some soybean seeds. He must have been eating fried soybean cake.”

The guard came out carrying the pot, and passed it to another policeman who emptied it into the latrine.

The thief asked for a new pot. Then the man with the loud speaker entered the glass room a second time and took the pot which the man offered him from behind the screen. Using the loud speaker, the guard shouted: “Still nothing! More soybean seeds. And something like shreds of fibre. I think it is boiled yam.”

In the fullness of time, the same thing was repeated once more. Meanwhile, we waited behind the two way mirror as the pots were emptied into the latrine ten times. The stick could not find the necklace. The woman who owned the necklace became bored. She rang her husband. Before long, he came. He joined us behind the mirror. The man held out the pot at increasingly shorter periods, but the fifteen gram gold necklace was not in his shit. As we waited, the screen suddenly shifted and crashed to the floor. The man fell on top of the screen. He was unable to stand up. He was exhausting after shitting so many times.

The husband came to his own decision. He told his wife to withdraw her accusation. She did. She withdrew the accusation. She apologized to the police for possibly accusing the wrong man of stealing her necklace.

They took the man to the bathroom and washed him. The accusation was withdrawn. The woman apologized to him. I apologized to him. He police apologized to him. He was free.

Feeling guilty, I helped him out of the police station. I carried him to a taxi, apologizing the whole way. I felt in my pocket. I gave him some money to quieten the sense of guilt that I was feeling. The man wept as he took the money.

"Buy some food. You'll need lots of vitamins to make yourself feel better again. I am really very, very sorry." He folded the money.

"Thank you, sir, You're a good man."

"Don't say that. It was all my fault you got into trouble. My testimony was untrue. Please forgive me, my friend."

We were both quiet for the rest of the journey. Then he asked to be let out at the lane where he lived. I helped him out of the taxi. I shook his hand.

"Please forgive me, friend. I feel very guilty. The ten thousand rupiahs are no recompense for how I feel. Can you stand up? Do you want to go the rest of the way home in a trishaw? Do you want me to come with you?"

"There's no need for that, sir. Thank you."

He seemed unable to stop crying as he stood on the pavement shaking. I let him be. I got back into the taxi. He closed the taxi door. I held my hand out through the taxi window to farewell him. I still felt that I had not done enough to alleviate my guilt. So I repeated what I'd already said: "Please forgive me, my friend. Buy yourself some food so you feel better soon. I really did the wrong thing. I'll never do it again."

The tears mingled with the blood on his cheeks. He brushed them away. He bowed his head. His face was black and blue.

"You told the truth. There is no need to feel guilty." He bowed his head even further, as though he were trying to hide his face. "You're a good man. I must tell you everything. My son is very sick. We need the money. My wife has given up all hope. We can't pay the doctor." Suddenly he looked up. "You told the truth. You're a good man."

I must tell you everything." He bowed his head again. "I'm not a thief. But I did take the necklace. I passed it three times, and swallowed it again each time." Slowly he released my hand. He looked at me.

"You're a good man, sir. I deserve to be punished." He groped in his pocket for the money I had given him. Perhaps he wanted to give it back to me.

"In that case, you'll need another chamber pot," I told him.

I let him keep the ten thousand rupiah. I ordered the taxi to drive away. I had to, before I changed my mind. I felt that it was the right thing to do.

Appendix 2: Observational Sheet of the Attitude Assessment

Observational Sheet of the Attitude Assessment

No.	Name	Event/ Behaviour	Points of Attitude	Pos./Neg.	Follow-up Actions
1					
2					
3					
4					
5					
...					

Appendix 3: Examples of the Questions of the Knowledge Assessment

Targets of IPK

IPK 3.8.1 Determine the values of life in short stories

IPK 3.8.2 Explain the values of life in short stories

EXAMPLE

Perhatikan kutipan cerpen berikut.

[Read the following piece of a short story.]

[...] *"Makanya, saya hendak menghajarnya! Kalau dia lupa menerima jumlah uang dari Bapak ini, tentu dia juga akan lupa telah menerima berapa hari dari saya. Biarkan! Sebentar lagi dia akan datang kemari. Lihat, bagaimana saya mengulang apa yang pernah saya lakukan ketika saya lakukan ketika saya sedang menganggur itu!"*

Kondektur itu datang. Dia minta maaf dan menyerahkan uang lima ratus kekurangan kembalian uang orang yang duduk di sebelah kiri saya.

"Saya hitung jumlah uang dan jumlah penumpang. Tidak mungkin sepuluh orang telah turun dari bus ini. Maaf, Pak. Saya keliru."

Orang di sebelah saya memandang kepada kondektur itu. Dia ambil uang itu.

"Masih ada orang yang jujur," katanya.

"Sulit untuk menemukannya," kata saya.

[...]

1000? 500! 1000!, Hamsad Rangkuti

Nilai-nilai kehidupan yang menonjol dalam kutipan cerpen tersebut adalah ...

[The values of life found in the short story are ...]

- Nilai moral kejujuran yang ditunjukkan oleh kondektur bus karena mengembalikan uang yang berlebih setelah dia menghitung kembali*

- b. Nilai moral kejujuran yang ditunjukkan oleh penumpang karena mengakui kejujuran kondektur bus
- c. Nilai pendidikan keberanian membalas dendam atas ketidakadilan yang ditunjukkan oleh penumpang yang akan menghajar kondektur
- d. Nilai budaya kejujuran yang ditunjukkan oleh kondektur bus karena mengembalikan uang yang berlebih setelah dia menghitung kembali
- e. Nilai budaya main hakim sendiri yang ditunjukkan oleh penumpang yang akan menghajar kondektur

EXAMPLE

Perhatikan kutipan cerpen berikut.

[Read the following piece of a short story.]

[...] Ketika aku ke dokter, kudengar lagi khotbah panjangnya tentang sederetan pantangan yang harus kupatuhi, termasuk menghindarkan makanan yang mengandung minyak, berlemak, dan yang pedas-pedas. Tetapi, pada suatu pagi, aku sudah tidak kuasa membendung keinginanku untuk mencoba ketupat gulai paku yang dijual di depan apotek dekat gardu listrik yang setiap pagi terciumku aromanya saat aku melintasinya.

"A kaba, Pak?" kataku kepadanya.

"Baik. Ambo buek satu porsi untukmu?"

"Bikinkan! Taik sama dokter itu."

"Apo Awak bilang?"

"Taik sama dokter itu!"

"Dilarangnya Awak makan ketupek ambo?"

"Bikinkan! Taik sama dia." [...]

Ketupat Gulai Paku, Hamsad Rangkuti

Nilai-nilai kehidupan yang menonjol terkandung dalam cerpen tersebut merupakan sebuah potret dari kehidupan sehari-hari sebagai berikut

[The values of life found in the short story are a portrait of daily life, as follows]

- a. Orang yang tidak mampu menahan nawa nafsunya sendiri sehingga melakukan hal-hal yang merugikan diri sendiri
- b. Orang yang sangat menyukai kuliner khas daerah sehingga melakukan apa pun untuk mendapatkannya
- c. Orang yang tidak menghargai kebaikan orang lain sehingga tega berkata kasar
- d. Penjual yang sengaja mengipasi dagangannya untuk menarik minat pembeli walaupun makanannya tidak terlalu enak
- e. Orang daerah yang bangga dengan bahasa daerahnya walaupun ia telah tinggal di kota besar

IPK 3.9.1. Describe parts of the short story based on its constructive elements

EXAMPLE

Perhatikan kutipan cerpen berikut.

[Read the following piece of a short story.]

[...] Tangisan itu seperti kesedihan yang mengapung di udara. Menyelesup ke rumah-rumah kampung pinggir kota itu. Karena hampir setiap hari mendengar orang menangis, maka para warga pun tak terlalu peduli.

Tapi ketika sampai malam tangis itu terus terdengar, sebagian warga pun menjadi mulai terganggu. Tiba-tiba saja tangis itu seperti mengingatkan pada banyak kesedihan yang diam-diam ingin mereka lupakan. Tangis itu jadi mirip cakar kucing yang menggaruk-garuk dinding rumah. Bagai mimpi buruk yang menggerayangi syaraf dan minta diperhatikan. Beberapa warga yang jengkel langsung mendatangi pos ronda.

"Siapa sih yang terus-terusan menangis begitu?!"

"Apa dia tak lagi punya urusan yang harus dikerjakan selain menangis seharian. Ini sudah keterlalu!" [...]

Ada yang Menangis Sepanjang Hari, Agus Noor

Latar dalam kutipan cerpen tersebut adalah

[The setting of the short story is]

- tempat: perkampungan; waktu: malam hari; suasana: menegangkan
- tempat: perkampungan; waktu: dini hari; suasana: menyedihkan
- tempat: perkampungan; waktu: malam hari; suasana: menyedihkan
- tempat: pinggir kota; waktu: malam hari; suasana: menegangkan
- tempat: pinggir kota; waktu: malam hari; suasana: menyedihkan

EXAMPLE

Perhatikan kutipan cerpen berikut.

[Read the following piece of a short story.]

[...] "Berguling! Berguling!" terdengar teriaknya sembari melepaskan seragam coklatnya untuk dipakai menyabet punggung saya. Saya menurut dalam kepanikan. Tidak saya rasakan kerasnya tanah persawahan atau tunggak-tunggak batang padi yang menusuk-nusuk tubuh dan wajah saat bergulingan. Pikiran saya hanya terfokus pada api dan tak sempat untuk berpikir bahwa saat itu saya akan bisa mendapat luka yang lebih banyak karena gerakan itu. Sulit dilukiskan rasa takut yang saya rasakan. Malam yang saya pikir akan menyenangkan justru berubah menjadi teror yang mencekam!

Ketika akhirnya api padam, saya rasakan pedih yang luar biasa menjalar dari punggung hingga ke leher. Baju yang saya kenakan habis sepertiganya, sementara sebagian kainnya yang gosong menyatu dengan kulit. Sahabat saya itu tanggap melingkupi tubuh saya dengan seragam coklatnya melihat saya mulai menangis dan menggigil antara kesakitan dan keedinginan. Lalu dengan suara bergetar, dia mencoba membuat isyarat dengan mulutnya. Sayang, tidak ada seorang pun yang

mendekat dan dia sendiri kemudian mengakui bahwa kami telah terlalu jauh berjalan. Sadar saya membutuhkan pertolongan secepatnya, dia menggendong saya di atas punggungnya lalu berlari sembari membujuk-bujuk saya untuk tetap tenang. Napasnya memburu kelelahan, tapi rasa tanggung jawab yang besar seperti memberinya kekuatan berlipat. Sayang, sesampai di rumah bukan lain yang didapatnya kecuali caci maki Ayah dan Ibu. Pipinya sempat pula kena tampar Ayah yang murka. [...]

Seragam, Aris Kurniawan Basuki

Tokoh “aku” memaksa ikut tokoh “dia” mencari jangkrik walaupun tidak mendapat izin orang tua. Akan tetapi, peristiwa naas terjadi di tengah perjalanan mereka.

Jika kamu menjadi tokoh “dia” yang diceritakan tokoh “aku”, reaksi kamu yang tepat adalah

[The character “I” insisted to join the character “he” to look for crickets even though they did not get permission from their parents. However, the unfortunate events occurred in the middle of their journey.

If you become the character “he” told by the character “I”, your appropriate reaction is ...]

- a. Sakit hati karena merasa dituduh dan tidak mau berteman lagi dengan orang kaya yang sombong tersebut
- b. Merencanakan balas dendam karena kebajikannya tidak dihargai dan tamparan yang diterima harus dibalas
- c. Meminta maaf kepada orang tua tokoh “aku” dan mengaku bahwa telah mengajak tokoh “aku” tanpa izin serta berjanji tidak akan mengulangi lagi
- d. Menyalahkan tokoh “aku” yang meminta ikut walaupun dilarang orang tua dan kecelakaan tersebut adalah salahnya sendiri yang tidak hati-hati
- e. Meminta maaf, lalu menjalin persaudaraan kembali dengan tokoh “aku” dan orang tuanya jika amarahnya mereda

IPK 3.9.2 Describe parts of the short story based on the text structures

EXAMPLE

Perhatikan dua kutipan dari cerpen yang sama berikut ini.

[Read the following two pieces of the same short story.]

Part 1

[...] Di masa itu, Buyung hanya tahu sedan dari sinema akhir pekan di layar televisi hitam-putih milik tetangga. Melihat sedan dari kejauhan, bagi Buyung, bagai mengamati malaikat Ridwan dalam wujud benda, dan gairah ingin menghampirinya barangkali seperti gairah Musa yang hendak bertemu Tuhan di bukit Thursina.

Mujurlah bagi Buyung, karena di sebuah petang, sedan mengilat tiba-tiba terparkir di halaman rumahnya. Keluarga kecil saudara perempuan ibunya sedang berlibur. Mereka tinggal di kota provinsi dan pulang kampung dengan mengendarai sedan baru. Buyung mendekatinya, mengendap-endap dengan segenap rasa penasaran. [...]

Part 2

[...] Beberapa hari kemudian ada makan malam bersama. Keluarga saudara perempuan ibu Buyung tampak lahap. Suami dan tiga anaknya yang rakus alang-kepalang—seperti orang yang tidak makan tiga hari—sampai berkeringat saking lezatnya hidangan di meja makan. Lalu, tibalah giliran Buyung menyentuh piring lauk, dan rupanya di situlah rahasia besar kelahapan mereka. Betapa makan malam mereka tidak akan semarak? Lauk utama yang tersuguh di meja adalah daging ayam jago muda kesayangan Buyung. Si Bijo Taji yang berbulan-bulan dirawat Buyung dengan kelembutan dan kasih sayang telah disembelih tanpa sepengetahuan dirinya. Inilah penyembelihan kedua setelah kasus mobil sedan, yang telah merenggut keberanian masa kanak-kanak Buyung.

Selera makan Buyung musnah dalam hitungan detik. Mana mungkin ia tega mengunyah-ngunyah daging ayam jago yang ia belai-belai dan ia mandikan saban pagi. Piring di hadapan Buyung melayang, lalu bersarang tepat di kening salah satu anak saudara perempuan ibunya. Pecah berkeping lima. Beling dan butiran-butiran nasi bergelimgang, berserak di meja dan lantai. [...]

Prahara di Meja Makan, Damhuri Muhammad

Kutipan 1 dan 2 cerpen tersebut menunjukkan bagian struktur teks

[Part 1 and part 2 of the short story show parts of the text structure]

- a. kutipan 1: orientasi; kutipan 2: komplikasi
- b. kutipan 1: orientasi; kutipan 2: evaluasi
- c. kutipan 1: orientasi; kutipan 2: resolusi
- d. kutipan 1: komplikasi; kutipan 2: evaluasi
- e. kutipan 1: komplikasi; kutipan 2: resolusi

EXAMPLE

Perhatikan kutipan cerpen berikut.

[Read the following piece of a short story.]

[...] Singkatnya, Pak Dwiyatmo dianggap membuat bising. Sebab, larut malam malah dia bekerja, memaku, membenarkan dipan atau apa begitu, thok-thok-thok. Tak seorang pun tahu apa yang dikerjakannya. Siang hari pintu rumahnya tertutup karena pergi. Malam hari juga tertutup, karena itu saran dokter puskesmas. Maka ia absen di semua kegiatan kampung. Tapi bunyi malam-malam itu! Dan Said berdua yang pasangan pengantin baru perlu malam yang sepi! Entah untuk apa.

Namun, wong sabrang yang biasanya thok-leh dan bernama Said itu, tak pernah menegur secara langsung Pak Dwiyatmo perihal kelakuannya. Istrinya melarang dia. Katanya, "Orang Jawa itu jalma limpat, dapat menangkap isyarat." "Ya kalau iya, kalau tidak, bagaimana?" bantah suaminya. "Tunggu saja." Mereka menunggu, tapi tiap larut malam thok-thok itu masih terdengar, membuyarkan harapan indah mereka di tempat tidur. Maka, perseteruan diam-diam itu berjalan terus. [...]

RT 03 RW 22, Jalan Belimbing atau Jalan "Asmaradana", Kuntowijoyo

Gambaran konflik yang tepat pada kutipan cerpen tersebut adalah

[The exact description of the conflict in the short story is]

- Pak Dwiyatmo selalu membuat suara gaduh tiap hari dan hal ini mengganggu para tetangganya termasuk Pak Said*
- Pak Dwiyatmo dianggap mencurigakan karena membuat gaduh tiap malam dan tidak pernah bergaul dengan tetangganya*
- Pak Dwiyatmo dan Pak Said bersebelahan rumah, tetapi hubungan mereka tidak harmonis hingga ketua RT turun tangan*
- Pak Said dan istrinya sangat terganggu dengan aktivitas Pak Dwiyatmo*
- Pak Said dan istrinya mendiamkan suara gaduh yang ditimbulkan Pak Dwiyatmo tiap malam, tetapi sebenarnya mereka sangat terganggu*

Appendix 4: Skill Assessment Instrument

Targets of IPK

IPK 4.8.1 Apply one of the values of life learned in the short story

Assessment Instrument of the Application of the Values of life

No.	Aspect	Indicators	Score
1	Examples of cases in life	Examples of cases are logic and may occur in everyday life	3
		Examples of cases are illogical or exaggerate or the possibility of occurrence in daily life is small	2
2	The application of values of life learned in the short story	The chosen values of life likely to be implemented are appropriate and the illustration of the application is correct	4
		The chosen values of life likely to be implemented are appropriate, but the illustration of the application is incorrect	3
		The chosen values of life likely to be implemented are inappropriate	1
3	Language Use	The employed sentences are logical and easy to understand, spelling and punctuation are correct	3
		The employed sentences are logical, there are incorrect spellings or punctuations	2
		The employed sentences are illogical and difficult to understand, there are incorrect spellings and punctuations	1

Score = total score

Targets of IPK

IPK 4.9.2 Compose the framework of a short story based on the constructive elements and text structures

Assessment Instrument of the Framework of the Short Story

No.	Aspect	Indicators	Score	
1	Intrinsic elements	Theme	The mentioned theme is in line with the storyline	1
		Plot	The mentioned plot is in line with the storyline	1
		Setting	The mentioned setting is in line with the storyline	1
		Message	The mentioned message is in line with the storyline	1
		Characterization	The mentioned characters along with its characterization are in line with the storyline	1

No.	Aspect	Indicators	Score	
2	The organisation of the story is based on the text structures of a short story	The beginning of the story	Contain the beginning of the story	1
		Conflict with the story	Contain complex conflicts	2
			Contain simple conflicts	1
		The end of the story	Contain resolution of the conflict which emerges interesting discussions	2
The employed sentences are logical, there are incorrect spellings or punctuations	1			

Score = total score

Targets of IPK

IPK 4.9.2 Compose the framework of a short story based on the constructive elements and text structures

Assessment Instrument of the Application of the Values of life

No.	Aspect	Indicators	Score
1	Organisation of the Content of the Story	The arrangement of the story is completed with the details of tension and the possibility of the readers' multi-interpretation.	4
		The arrangement of the story is completed with the details that enrich understanding, there are complications resolved properly.	3
		The arrangement of the story is provided with complication and resolution that are simple or predictable.	2
		The arrangement of the story is not related.	1
2	Language Use	The use of metaphors or diction is correct, logical sentences, spelling and punctuation are correct.	3
		The use of metaphors or diction is incorrect, there are illogical sentences, there are incorrect spellings and punctuations.	2
		The use of metaphors or diction is mostly incorrect, many illogical sentences, spellings and punctuations are mostly incorrect.	1
3	Contained Values of Life	The value is correct, can be understood via a thorough understanding of the content of the text.	3
		The value is correct, can be understood because it is written explicitly.	2
		The value is incorrect.	1

Score = total score

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CONCLUSION

The text-based learning model is a learning model that makes text as the focus of learning. The text in question is the language, both oral and written which has a certain meaning and communication function. Through the stages in this learning model, the text becomes the media to be studied in terms of the content, linguistic, and structure of the text so that students are directed to be able to compose text of a similar type. Thus, the language teaching in this model is integrated in the text used as a model.

The teacher's role in this learning is as a facilitator. The portion of teacher guidance is getting smaller and smaller so that students are able to compose texts independently. This learning model also involves groups as a learning tool for students. Therefore, before students are considered capable of composing texts independently, they first compose texts in groups.

This learning model is in accordance with the 2013 curriculum which makes students the center of learning. In addition, this learning is also in accordance with HOTS-oriented learning concepts because it is able to train students' critical thinking. The ability to think critically that can be trained through this model is when students criticize the contents of the text, use language and structure that fits the function of the text, and are able to compose the text independently.



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ISBN 978-623-95683-4-4 (PDF)



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