

ESSENTIAL ENGLISH FOR EFL STUDENTS



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PT. GLOBAL EKSEKUTIF TEKNOLOGI

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ISBN : 978-623-5383-74-3

Editor : Yuliatr Novita, M.Hum

Salsabila Syafni Aulia, Amd.Kes

Penyunting : Salsabila Syafna Aulia, S.Ked

Desain Sampul dan Tata Letak : Handri Maika Saputra, S.ST

Penerbit : PT. GLOBAL EKSEKUTIF TEKNOLOGI

Anggota IKAPI No. 033/SBA/2022

Redaksi :

Jl. Pasir Sebelah No. 30 RT 002 RW 001

Kelurahan Pasie Nan Tigo Kecamatan Koto Tengah

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Cetakan pertama, Juli 2022

Hak cipta dilindungi undang-undang

Dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit.

PREFACE

Praise and gratitude we pray to the presence of ALLAH SWT, thanks to grace and guidance, so that the author can complete the preparation of the book entitled English.

This book is expected to help readers understand English , so that they can apply their knowledge. Hopefully this book can contribute to literature in Indonesia and be useful for all of us.

Writers, July 2022

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CHAPTER I

IMPORTANCE OF ENGLISH LANGUAGE IN OUR LIFE

By I Putu Yoga Purandina

1.1 Introduction

Japanese Prime Minister Shinzo Abe created the phrase "Era Society 5.0" in 2016. The remedy to an issue that happened in Japan at the time is formulated in Era Society 5.0. Japan is confronted with issues as its population continues to decline. The population/of workers of productive age is decreasing, which will eventually generate significant challenges for Japan's output. This issue undoubtedly influences the economy; society becomes less hopeful and cannot compete on a global scale. As a remedy to this challenge, this solution was formally offered to the public in 2019 (Haryanti, 2019)

The Society 5.0 period is a disruptive era in which significant changes occur globally to the previously appeared or been carried out behaviors. Many jobs that have been considered for years or even decades are now recognized by a broader audience and are being replaced by new ones (Setiyani et al., 2020). We can see numerous phenomena around us. For example, in the sphere of transportation, notably in Indonesia, Gojek, Grab, and others have taken over the function of previous transportation providers, such as traditional motorcycle taxis, public transit, and so on. Similarly, in sales, many merchants turn to sell online models or online markets. The appearance of websites or programs that offer online commerce services. The introduction of websites or apps that provide online sales services has altered our behaviors; earlier, we had to go to the market or supermarket to buy; today, we need to shop via our gadgets or websites/applications.

As a result, Era Society 5.0 is a period of transition in which old ways of doing things give way to new ways of doing things that are more efficient now because of advances in technology and information. The new era has been declared and pledged to protect us if the changes are significant (Hidayatulloh, 2014). As global citizens, we must be able to accommodate ourselves to the new realities. As an international community, we must be able to identify new opportunities through collaboration and collaboration with all areas of information technology. Even though information technology is essential in this day and age, we cannot ignore the quality of human life (Human Capital). Humanity and technology must be able to work together in this era.

Technology and information are becoming increasingly important in the Society Era 4.0, affecting every aspect of daily life. However, in today's world, many people are using technology in unconventional ways without needing a new citation. Man cannot benefit from technology and knowledge in the present. This has resulted in various issues, including adversity and disparities in the global economy. There are several differences between traditional and new business owners and significant differences in online purchasing. However, until we reach Era 5.0, we should be able to manage the changes that occur due to bias and new citations. Finally, a new age has emerged that is more adaptable to the needs and challenges of the present.

In Indonesia, the Era Society 5.0 has just begun. Although not always clearly visible, this trend continues (Mahfudzoh, 2019). In Indonesia, many start-up businesses, such as GoFood and GoClean, have emerged. This innovation is a solution to the current human need. Innovation that reduces the amount of waste in the environment. Everyone may use this app and start a new job. Innovations like this keep popping up because this information technology can be put to good use by humans.

1.2 Life's Challenges in the Age of Society 5.0

There are a variety of problems that arise, particularly for medical professionals, such as productivity or transition to productivity, as listed below:

1. The abundance and ease with which information is available today make it difficult to determine whether information or data is reliable and valuable (Adi, 2020).
2. The communication that occurs is not limited by time or space, allowing for worldwide communication and interaction. If you cannot communicate globally, you will be unable to benefit from information technology.
3. Things deemed traditional will begin to be abandoned, putting the noble culture passed down in jeopardy. The millennial generation will start to abandon its noble culture in favor of a new culture that is more in tune with the times.
4. The progress of AI (Artificial Intelligence) is so quick that human functions will begin to be replaced. As a result, these millennials will compete with technology in the workplace.
5. Humans are becoming more individual due to their ability to use technology and knowledge alone without the assistance of others. With the advancement of digital technology, almost anything is now possible.

1.3 English as International Language

Many years ago, Europeans began to explore the world. Traveling to all continents and seas, making fresh discoveries that leave marks in all places and corners of the planet. The British, in particular, are renowned as a powerful colonial country capable of conquering other lands. Exploring the spice trade by traveling throughout the world. Not only that, but the major prize is riches, glory, and the expansion of religion/gospel (Gold, Glory, Gospel). As a result, English is known in practically every corner of the globe and is spoken by one-third of the world's population. Many nations

have adopted English as their native language or mother tongue, as a second language, or as a commonly used foreign language (Welianto, 2020).

But, long before then, English had established itself as the Lingua Franca. English has been recognized as Lingua Franca since Roman times. Lingua Franca is a language used to communicate with individuals from different cultures, locations, and backgrounds. Furthermore, English is the world's oldest language that is still extensively studied and used today. It is estimated that the Angles or "England" introduced it around the eighth century AD. In 1100 AD, this language was still highly traditional; nevertheless, between 1500 and 1600 AD, traders began to import and promote this language as a means of communication amongst traders. And English saw substantial progress in the 1800s, namely during the industrial revolution. Many new vocabularies have been established and are now included in the English dictionary.

English is still the worldwide Language Franca in current times. If people in remote regions of the world wish to connect with individuals of other ethnicities and languages, they will use English. Furthermore, English is generally employed at every international conference and event. English is the primary language that must be learned to communicate and interact worldwide. We cannot engage in worldwide associations unless we can communicate in English. This will be a significant issue that will impede one's worldwide competitiveness. As a result, English becomes an impediment for someone from an area who wants to participate in the global arena. As a result, to be globally competitive, English must be well-mastered. This understanding must be established and fostered in the next generation.

1.4 The Importance of English According to Experts

English is the world's language, and knowing it makes a person a global citizen. English has a specific significance in nations where it is recognized as an official language and utilized for

communication. According to statistics, about 670 million individuals are proficient and competent in English (Crystal, 2004).

Everyone is aware of the language, but only a few are fluent in it. We learn our mother tongue via hearing, speaking, reading, and writing, but English is discovered in the opposite sequence. This is why most people believe there is no need to learn the language. The goal of learning a language is to be able to use it in everyday situations. As a result, inadequate English language abilities delay efficient communication flow, leading to misinterpretation, frustration, and blockages (Sanden, 2020). Because English is the dominant language, competency in it is essential. We cannot expect to survive in the global world if we do not know the language. Below is the how the position or how important English is in everyday life;

Goethe, a German writer, famously claimed that someone who knows nothing about a foreign language does not know his own. His statements imply that learning a second language will make individuals aware of the contrasts between their native language and other languages. As a result, they can distinguish their native tongue. English is a foreign language for the Indonesian people and the official language of numerous nations. You will not only be able to converse with the worldwide society if you learn it, but you will also be able to recognize your language (Reddy, 2012).

Richards and Rodger suggested in 1986 that people from different nations speak in English at international level meetings. Similarly, David Crystal, a lecturer, author, and broadcaster, argued that English is a worldwide language. (Pennycook & Candlin, 2017) In other words, this language is used to communicate between countries, hence learning it is essential. This is supported by Brumfit, a professor of language education and linguistics, who claims that English is a widely used international language. Finally, English grammar and

teaching specialist S. Hornby noted that, in the past, English was solely used in England, but that it is today utilized as an international language in many nations.

1.5 The Importance of English in Daily Life

English has played a significant part in numerous industries, including medical, engineering, and education, which, in my opinion, is the most important arena where English is required. English is necessary if we want to pursue a job in travel. Pilots and cabin staff must all speak English because it is the worldwide language of aviation. Even if you are not flying, speaking English correctly will ensure that you can communicate with clients and suppliers worldwide. Having a solid command of English communication makes it simpler to go throughout the world. Because English is the primary worldwide common language for foreigners, understanding it makes it simple to obtain assistance and in many places of the world (Ilyosovna, 2020).

There are several reasons to learn the language. Six reasons why English is essential

1. It is a worldwide language.
2. It is an academic language.
3. It provides access to many textual materials, both online and in print.
4. It is useful for traveling.
5. It is required if you wish to work in international trade or commerce.
6. It is Hollywood's language (Ilyosovna, 2020).

There are 10 (ten) reasons why people worldwide should learn English.

1. English is a worldwide language.

English is the most widely spoken language on the planet. One in every five persons can speak or comprehend English!

2. Learning English can help you find work.

Science, aviation, computing, diplomacy, and tourism use English as their primary language. Knowing English improves your chances of landing a decent job in a global corporation in your native country or finding work overseas.

2. Learning English can assist you in meeting new individuals.

English is the official language of 53 nations and is spoken by people from all over the world as a lingua franca (a mutually understood language). This implies that whether you're working in Beijing or traveling in Brazil, learning English may help you have a better experience.

3. A large number of scientific publications are authored in English.

Over the previous century, the number of scientific articles produced in English began to outnumber those written in the researcher's home tongue. The ratio in the Netherlands, for example, is a startling 40 to 1. As a result, knowing English is extremely vital for people working in the scientific area.

4. The language of the media business is English.

Because of Hollywood's popularity in worldwide media, many films, television series, and popular songs are created in English. You won't have to rely on translations or subtitles to enjoy your favorite books, songs, movies, and TV episodes if you speak English.

5. English is the Internet's primary language.

English is a particularly significant language on the internet, with more than half of all information produced in English. Furthermore, some of the world's top technology corporations are headquartered in English-speaking countries.

6.Traveling is much simpler with a decent command of the English language.

Assume you're a Spaniard on vacation in Thailand;. At the same time, your hotel receptionist may not be able to answer your query in Spanish. They will almost certainly be able to answer it in English.

7.English is one of the most significant business languages.

English is extremely vital in the business sector, whether you are a business owner, student, or employee. English is regarded as one of the de facto language of the United States and the official language of the United Kingdom, Canada, India, and South Africa

8.English allows you to study everywhere throughout the world

Because English is spoken in so many different nations, there are hundreds of English-language schools and institutions worldwide. There are several chances for you to discover an appropriate school and course if you speak decent academic English. Learn more about attending university in an English-speaking nation.

9.English allows you to interact with people from many cultures.

Good command of the English language will allow you to access films, music, and literature from hundreds of nations throughout the world. Not to mention that many works from all around the world have been translated into English. Few experiences can help you grow as a person more than studying the values, customs, and way of life of another culture (British Study Centres, 2022)

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CHAPTER II

THE USE OF ENGLISH IN INDONESIAN SCHOOL

By Dr. Radeni Sukma Indra Dewi, M.Pd

2.1 Pros and Kons of Teaching English

In Indonesia, there are many pros and cons related to teaching English at the elementary school level. The culmination of the polemic was the abolition of teaching and learning English in primary schools. Where then the teaching of English is positioned as extra-curricular or local content in accordance with the policies of each school. The English subject was removed from the Elementary School Curriculum on the grounds that it could burden students, and it was feared that it could replace the position of Indonesian as the language of communication, as well as a sense of nationalism for the nation's next generation. This is a wrong assumption where in the era of digital literacy, mastery of English is a must. It is not the teaching of English that should be neglected, but the implementation of teaching a sense of nationalism and love for the homeland must be intensified in line with the profile of Pancasila students.

2.2 Globalization and Hegemony of Teaching English

A background that forms the basis that foreign language learning must be carried out is that most of science and technology is written in English and mastery of this language will be an opening door for Indonesian people to be able to interact globally in the international arena. Western cultural acculturation will mostly occur during the learning process. This will erode the use of native and regional languages if teachers and students do not have the spirit of nationalism and are critical (Santoso, 2014). Many suspect

that learning English is one of the hegemony of western culture. In a situation like this, the teacher must be critical, not necessarily absorbing and transferring all acculturated western culture. Practically education has to dig a lot of local cultural wealth to find local wisdom. For example, teachers can invite children to read folklore books written in foreign languages. Children can learn the speech used and at the same time understand the local culture which should be the root of our culture.

2.3 The Importance of Learning English in School

English occupies a position as a foreign language in language teaching in Indonesia, but has a very crucial role in digital literacy recently. English also plays an important role as a universal language used by various nations in all parts of the world. English was first introduced by the Government of Indonesia as a local content for students at the elementary school level (at least grade IV SD) or Madrasah Ibtidaiyah since the implementation of the 1994 Basic Education Curriculum. When the curriculum underwent changes in 2013, the implementation of teaching English no longer received the main portion as local content but still its existence cannot be ruled out. Some schools with International Curriculum still use English as the language of instruction for their students. Teachers can use various techniques, methods, and media in teaching English. However, this has not increased the penetration of English, because the penetration of using good and correct English in Indonesia is still low at around 8% (Maduwu, 2016).

2.4 Characteristics of Foreign Language Learning

The implementation of the use of English in Indonesia is only limited to learning at the theoretical and scientific level. Many students who are foreign language learning products from 1990, most of whom can work on questions about grammar but still find it difficult to practice their English skills directly to the other person. Effective language learning must cover 4 aspects of language skills, namely listening, speaking, reading, and writing. The characteristics

of foreign language learning are based on the objectives and methods carried out by the teacher.

2.4.1 Purpose of Foreign Language Learning Method

The foreign language learning method aims at practice, education, and civilisation. Students must be able to practice foreign languages as an ability to communicate. Teachers must be proficient in providing knowledge in the field of pronunciation, and the arrangement or arrangement of sentences. In addition, the teacher must also be able to create a language interaction with reference to the interaction of native speakers using a formulaic language so that students get fully motivated and can develop the knowledge gained.

2.4.2 English Learning Method

Learning English uses several methods as follows:

1. Prioritize the use of spoken language.
2. Provide verbal understanding of the material provided.
3. Prioritizing active and interesting learning.
4. Emphasize the practice of language interaction.

2.4.3 Basic Principles of Learning English

Knowledge of the linguistic order is needed by students when choosing the form of speech in communicating, the meaning and function of the speech itself which is carried out in the form of the communication process. The basic principle of learning English is the application in a social context, where the language is used by students in social interactions (Tomlinson, 2005). Many students have acquired dozens of English vocabularies but are not necessarily able to speak well. There are students who are able to work on questions about tenses but their writing skills have not been honed. And there are also students who have understood English expressions but don't know the right time to use them in conversation.

2.4.4 Aspects of English Learning Scope

Teachers need to have a basic understanding of children's self-development so that teachers can determine appropriate learning methods and media in learning. Aspects that need to be considered are the characteristics of the child, the age of the child, the purpose of language learning, the learning environment, the scope of learning, the child's psychological, sociological, and psycho-motor.

Learning English in children includes several aspects, namely listening, speaking, reading, writing, vocabulary components, pronunciation, and language structure. When the teacher teaches all these aspects, of course, it must also be adjusted to the abilities of the students. According to (Moon, 2000), childrens need to master the following concept:

1. Identification (recognize objects/people around the child's environment).
2. Classification (Groups, for example: shape, color, size, number, function, type).
3. Spatial (space/position/object).
4. Temporal (time).
5. Emotional (feelings).
6. Familial (family).
7. Ordering (composing).
8. Equivalence (comparison).

When teachers teach all of the above aspects, they must pay attention to English learning procedures. With the right procedures, this knowledge transfer can be carried out properly. The procedure is carried out as follows:

1. Learn naturally like how to learn mother tongue.
2. Giving motivation.
3. By listening and repeating.
4. Imitate what the teacher says.

5. Interact with other people using a foreign language.
6. With translation activities (Moon, 2000).

2.4.5 Achievement of English Learning Goals

Learning to acquire a foreign language is certainly not as easy as when students learn their mother tongue. According to (Joan Kang Shin, 2006), to achieve the learning objectives, there are several things that must be considered in English learning activities, namely:

1. Learning activities are equipped with visual media, realia, movements and a combination of spoken language with demonstrations/body language.
2. Making visual media or realia involves students.
3. Rapid movement of language activities from one activity to another.
4. Routines in the classroom are built in English.
5. Mother tongue is only used when absolutely necessary.
6. Teaching is based on the theme and there is a stimulation of students' imagination and creativity.
7. The teacher uses stories and contexts that are already known to the students.
8. Inviting people in the surrounding environment, such as parents and students, during storytelling activities using English.
9. Collaborating with other teachers.
10. Communication with teachers/teachers outside the school to share with each other about the learning that has been done.

2.5 Teacher Competence

Every teacher or instructor must have mastered competence as an educator before being able to teach well. A teacher who has

competence certainly has the ability to do something well which refers to the cognitive, affective, and psychomotor domains. Teacher competence also of course refers to a term performance, where this competence is reflected in the performance of teachers in the field of education. Teacher Training Lecturer Team at Jakarta State University (Sudrajat, 2015), conveyed that there are several competencies that must be possessed by a teacher, namely:

1. The teacher's ability to formulate instructional objectives.
2. The ability of teachers to utilize the sources of learning materials.
3. The ability of teachers to organize learning materials.
4. The ability of teachers to create, select, and use appropriate learning media for their students.
5. The ability of teachers to master and choose appropriate learning methods.
6. The ability of teachers to know and conduct assessments.
7. The ability of teachers to manage teaching and learning interactions so that they become effective, interesting and not boring.
8. The ability of teachers to make evaluation tools and evaluate until the administration is completed.

2.6 Media and Learning Resources in Teaching English

One of the components so that the learning process can run well is the existence of media and learning resources. The function of the media is to make the learning process more effective and provide learning motivation to students. By using the right media, a teacher can convey knowledge thoroughly to students.



Picture 2.1: Teaching Media of *Shape and Colour*

(Sources : Putrianti, 2022)

There are many media that can be used in teaching English to students. One example is above, namely the media for shape and color props. Teachers must be able to choose the right media or teaching aids in attracting students' interest so they don't get bored quickly. Teachers can also develop their own ideas and realize the desired media.

When teachers develop media and learning resources, it is necessary to pay attention to the following things:

1. Able to provide direct experience to students in learning receptive and productive language both orally and in writing.
2. Actual language facts or events where students can find the recording or the teacher can create their own.

3. Adjusting to the external demands of students' language skills both at school and outside the school environment.
4. The form and variety varies.
5. Provide facilities for the development of reliable communicative performance (Rahmajati, 1995)

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CHAPTER III

ENGLISH IN DAILY LIFE

By Raidah Mahirah

3.1. GREETINGS

3.1.1. Greetings and response

Greetings	Responses
Hi!	Hi!
Hello!	Hello!
Hello Mr. Asri!	Hello Ms, Ida!
Good Morning!	Good Morning!
Good Day!	Good Day!
Good Afternoon!	Good Afternoon!
Good Evening!	Good Evening!
Good Night!	Good Night!
Hi, How are you?	Hi, I am Ok. Hi, I am fine, thank you Hi, Just fine, thanks. Hi, I am a good condition. Hi, I am very well, thank you. Hi, I am very happy. Hi, Hmm... I am quite well.

How's everything?	Everything is running well. Pretty good, thanks. Everything is ok.
How have you been?	I've been very well, Thanks.
Hi, long time no see.	Yeah... How are you?
Nice to meet you!	Nice to meet you too.
I am happy to see you!	I am happy to see you too.
I am glad to see you!	I am glad to see you too.
Hi, I am happy to see you again!	Yeah... I am happy to see you too.
Hi, It's a pleasure to meet you!	It's a pleasure to meet you too.

3.1.2. Conversation and Practice

Formal Conversation

Mr. Asri : Hi, Mr. Bandi!

Mr. Bandi : Hi, Mr. Asri!

Mr. Asri : How are you today?

Mr. Bandi : I am fine, thank you, and you?

Mr. Asri : I am fine too, Thank you. Long time no see!

Mr. Bandi : Yeah, I have been spent my time to take English course this year.

Mr. Asri : Woow... that's great. I am thinking about taking English course too. Would you mind telling me about the process?

Mr. Bandi : It's my pleasure. Please contact me tomorrow. I will pick you up to the course.

Mr. Asri : Thank you so much for helping me.

Mr. Bandi : Don't mention it.

Informal Conversation

Part A

Mother : Good morning .

Son : Morning mom. What's for breakfast?

Mother : Hmm. As usual. Eggs, cereal, fried rice, fish, fried chicken, sauce, coffee and tea, if you want.

Son : I think, I will just have fried rice, fried chicken and eggs for a change.

Mother : Hmm. Ok.. You can help yourself. The eggs, Fried rice and fried chicken are on the table. The sauce is in the box.

Part B

My sister : Good morning!. Is everything good today?

Me : Morning. Yeah... as usual, everything is very good.

My sister : okay! Do you have an agenda today?

Me : I am not sure, but I want to stay home until 01.00 Pm.

My sister : Hmm. Ok!

3.2. LEAVE TAKINGS

3.1. Leave taking or Parting (Salam Perpisahan)

Leave Taking/ Parting	Meanings
Good bye!	Selamat tinggal, Selamat Jalan.
Bye-bye!	Selamat jalan, Selamat berpisah.
Good night!	Selamat tidur (waktu malam hari)
Cherri!	Selamat tidur (waktu malam hari)
See you!	Sampai jumpa.
See you letter!	Sampai jumpa lagi.
See you tomorrow!	Sampai jumpa besok.
See you on Monday!	Sampai jumpa hari senin.
See you at school!	Sampai jumpa di sekolah.
See tou again next week!	Sampai jumpa lagi minggu depan.
See you next month!	Sampai jumpa bulan depan.
See you next year!	Sampai jumpa tahun depan.
See you then!	Sampai jumpa lagi.

So long!	Sampai jumpa.
Have a good time!	Semoga perjalanan anda menyenangkan.
Have a good journey!	Semoga perjalanan anda menyenangkan.
Have a nice day!	Semoga hari anda menyenangkan.
Be carefull!	Hati-hati.
Take care!	Hati-hati.
I must be going now!	Saya harus pergi sekarang.
I must be leaving now!	Saya harus berangkat sekarang
Take it easy!	Jangan dipikirkan.
May God bless you!	Semoga tuhan memberkahimu.
Good luck!	Semoga berhasil.
All the best!	Semoga berhasil.
Wish me luck!	Mohon doa restu.
Come whenever you like!	Datanglah kapanpun anda mau.
Say hello to your family!	Salam buat keluarga anda.
Please give my best regard to your	Sampaikan salam hormatku buat orang

parents!	tuamu.
Asri said to say hello!	Salam dari Asri.
I think it's time for me to go!	Saya pikir, sudah waktunya untuk berangkat!
Have a safe journey!	Semoga selamat selama perjalanan!
Have a nice trip!	Selamat menikmati perjalanan!

3.2. Conversation and Practice

"Example of a short conversation"

Ida : Hi Hanum!, where are you going?

Hanum : I am going to the market. Would you like to accompany me please? I need your help to take some fruits, vegetables and boxes there!

Ida : Yeah, of course. But I have to take some money at the ATM before we go. Just wait for a minute. I will be back soon.

Hanum : Ok. I will wait you on the corner. Don't take too long.

Ida : Ok. I'm leaving. Bye.

Hanum : Take care!. Bye!

3.3. THANKING

3.3.1. Thanking and Responses

Thankings	Responses
Thanks!	You are welcome. (You're welcome)
Thank you!	You're quite welcome.
Thank you so much!	You're most welcome.
Thank you very much!	That's all right.
Thank a lot!	It was a pleasure.
Thanks a million!	No problem.
Many thanks	It was the least I could do.
Thank you for everything!	It should be.
Thank you for your kindness!	My pleasure.
I will remember it forever.	Don't worry.
Thanks for your helping!	Anytime.
I'm much obliged to you!	Don't mention it.
I'm very much grateful!	It's ok.
I don't know how to thank you!	Never mind.
Many thanks for your hospitality!	I'm happy to do that.
It's very kind of you!	Not at all.

That's very kind of you!	No worries.
That's very nice to you!	Don't think about it.
Thanks very much for lending me some money!	May be useful.
Thanks in advance!	You deserve it!
Bless your generosity!	May God bless you too.
Our highest gratitude and appreciation!	Thanks, I'm honored.
I'm humbled and appreciated for the thing that you have done on our behalf!	Glad to help you.
I cannot thank enough!	Don't worry about it.
I deliver my best gratitude to you!	Just relax.
A heartfelt thank you for your contributions!	That's all that I can give.
How can I ever possibly thank you!	Not at all.
I owe you one!	It's no bother
Please accept my best thanks!	Sure.

3.3.2. Conversation and Practice

"Example of a short conversation"

Caca : Hello Ren! Are you there?

Reni : Hello Ca! Yes I am.

Caca : I wanna go to your home. I have something for you.

Reni : Wah! I am happy to hear that. What is that?

Caca : I have bought some novels few days ago in the book store and I found the book that you want.

Reni : oh my God! Really?

Caca : Yah. Just wait me for 30 minutes at your home.

Reni : Thank you very much Ca. That's the only book that I want. I have been looking for that book for a month but I couldn't find it that in anywhere. Thank you so much.

Caca : It's ok. See you!

Reni : I am waiting. See you!

3.4. APOLOGIZING

3.4.1. Apologizing/ Excuses and Response

Excuses	Responses
I'm sorry!	- It's Ok.
I'm very sorry!	- Never mind.
I'm terribly sorry!	- Don't worry it.
I'm very sorry, I cannot help you!	- It doesn't matter.
I'm sorry to have troubled you!	- That's all right.
I'm sorry to keep you waiting!	- It wasn't your fault.
I'm sorry I didn't come to see	- No problem.
	- It's ok this time.
	- Apologies accepted.
	- Don't apology.

you!	- Forget about it.
Forgive me!	- I forgive you.
Please for give me for my rudeness!	- I quite understand.
Please forgive my thoughtless remark!	- It happens.
Pardon me!	- It's just a small mistake.
I apologize!	- It's not your fault.
I apologize if there is something wrong!	- Well, alright.
I apologize for breaking my promise!	- What a pity.
I must apologize for what I said.	- You couldn't help it.
I apologize to you!	- You should not apologize to me.
My apologies to you!	- Of course.
I beg you pardon!	- I don't know if I could forgive you.
It was my fault!	- Don't be afraid.
Excuse me!	- Don't be worried.
Excuse me for coming late!	- Certainly.
Excuse me for disturbing you!	- Oh it's nothing.
May I be excuse?	- Don't mention it.
May I be excuse for attending the meeting?	

Please excuse me for not coming earlier!	
I didn't want to hurt your feelings.	
I don't mean to hurt you.	
Don't be angry!	
It's my fault.	
I hope you will not be angry!	
May I express my regret?	
I regret the misunderstanding!	
I didn't do it on purpose!	

3.4.2. Practice

SMS (Short Message Service)

Dear Sarah,

I send my deepest condolence to you. I am really sorry to hear about your loss, your mother will always be missed.

My best hug!

-Yanti-

3.5. ASKING PERMISSION

3.5.1. Asking for Permission and Response

Asking Permission	Positive Responses
Can I ...*?	- Sure, - Yes, certainly. - No, go ahead. - By all means (Tentu saja) - Not at all (sama sekali tidak) - Absolutely - Of course. - Why not! - Yes, it is possible to do it. - Sure, go ahead. - Yes please.
Is it alright if I ...*?	
May I ...*?	
May I help you?	
Don't you mind if I ...*?	
I wonder if I could ...*?	
Would you mind if I ...*?	
Could I ...*?	
Would it be possible for me to ...*?	
Would it be Ok if I ...*?	
Is it ok if I ...*?	
Do you mind if I ...*?	
I wonder if I could ...*	Negative Responses
I was wondering if you mind lending	- Sorryy, ... but - I'd rather you didn't

your money.	- I'm sorry but ... - We actually I'd rather you didn't. (Baiklah sebenarnya saya tidak ingin anda melakukannya).
Do you think I could ...?	
Would I be able to ...?	
....* = Verb yang sesuai.	

3.5.2. Conversation and Practice

Short Conversation

A: Could you please open the window?

B: Yes mom.

Long Conversation

A: Can I borrow your English Book?

B: Wait a moment, This one?

A: Yeah, You are right. May I see it?

B: Of course, Here you are!

A: Thank you very Much

B: Ok, That's all right.

3.6. TELLING TIME

3.6.1. Time

A. British Style

(Dalam *British style*, penyebutan jam dimulai dengan

penyebutan menit, kemudian jam)

08:15 : It's a quarter **past** seven. (jam 8 lewat 15 menit).

08:30 : It's a half **past** seven. (jam 8 lewat 30 meni).

09:00 : It's nine o'clock. (jam 9).

07:45 : It's a quarter **to** eight. (Kurang 15 menit menuju jam 9).

07:05 : It's five past seven. (jam 7 lewat 5 menit).

Past : Lewat	To : Kurang
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08.:08 : It's eight ***minutes*** **past** eight (jam 8 lewat 8 menit)

09:27 : It's twenty seven ***minutes*** **to** nine (Kurang 27 menit jam 9)

	 Menit	 Lewat	 Pukul
	Five		Three
It's	(a) Quarter	past	Seven
	half		Eight

	 Menit	 Kurang	 Pukul
	Five		Three
It's	(a) Quarter	to	Seven

	half		Eight
--	------	--	-------

B. American Style

(Dalam *American style*, penyebutan jam dimulai dengan jam itu sendiri, kemudian menit).

08:00 : It's eight o'clock (*o'clock* dipakai apabila jamnya menunjukkan jam yang tepat waktu, atau tepat dengan 00 menit)

07:15 : It's seven-fifteen

07:10 : It's seven-ten

07:03 : It's seven-three

05:45: It's five-fourty five

3.6.2. Numbers



Cardinal Number

0 = Zero	11 = Eleven	200 = Two hundred
1 = One	12 = Twelve	300 = Three Hundred
2 = Two	13 = Thirteen	400 = Four hundred
3 = Three	14 = Fourteen	500 = Five hundred
4 = Four	15 = Fiveteen	1.000 = One thousand
5 = Five	20 = Twenty	1.000.000 = One million

6 = Six	30 = Thirty	10.000.00 = Ten million
7 = Seven	40 = Forty	100.000.000 = One Hundred million
8 = Eight	50 = Fifty	1.000.000.000 = One Billion
9 = Nine	100 = One hundred	
10 = Ten	101 = One hundred one	

Ordinal Number

1 st = First	11 th = Eleventh	31 st = Thirty-First
2 nd = Second	12 th = Twelfth	32 nd = Thirty-Second
3 rd = Third	13 th = Thirteenth	33 rd = Thirty-Third
4 th = Fourth	14 th = Fourteenth	34 th = Thirty-Fourth
5 th = Fifth	15 th = Fifteenth	101 st = One hundred first
6 th = Sixth	20 th = Twentieth	
7 th = Seventh	21 st = Twenty-First	
8 th = Eighth	22 nd = Twenty-Second	
9 th = Ninth	23 rd = Twenty-Third	
10 th = Tenth	24 th = Twenty-Fourth	

👉 Notes

Odd Number = 1, 3, 5, 7, 9, 11, 13, etc.

Even Number = 2, 4, 6, 8, 10, 12, 14, etc.

Once = 1 kali

10 % = Ten percent

Twice = 2 kali

50 % = Fifty percent

Three times = 3 kali

$\frac{1}{2}$ = A half

Four times = 4 kali

$\frac{1}{4}$ = A quarter

Times = (X)

$\frac{3}{4}$ = Three-Fourths

Divided by = (:)

$\frac{1}{8}$ = An eight

Plus = (+)

$\frac{1}{16}$ = A sixteenth

Minus = (-)

$\frac{2}{3}$ = Two-Thirds

Equal = (=)

$\frac{5}{8}$ = Five-Eighths

3.6.3. Days

👉 **In a week, there are seven days :**

Sunday = Ahad

Monday = Senin

Tuesday = Selasa

Thursday = Rabu

Wednesday = Kamis

Friday = Jum'at

Saturday = Sabtu



Words list

Holiday	= Hari libur
Festival day	= Hari festival
Special Day	= Hari istimewa
Working Day	= Hari kerja
Ceremony	= Upacara
Reception	= Resepsi
Customs	= Adat/ kebiasaan
Sabbatical	= Cuti panjang
Annual Leave	= Cuti tahunan
The day after yesterday	= Kemarin dulu
The day after tomorrow	= Besok lusa
Birthday	= Hari lahir/ ulang tahun
Born	= Lahir, dilahirkan
Weekend	= Akhir pekan

3.6.4. Date and Months

May 2022						
Sun	Mon	Tue	Thu	Wed	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

☞ **There are twelve months in a year:**

January	= Januari	July	= Juli
February	= Februari	August	= Agustus
March	= Maret	September	= September
April	= April	October	= Oktober
May	= Mei	November	= November
June	= Juni	December	= Desember

☞ **CELEBRATION DAYS**

JANUARY		
1 st January	= New year	Tahun baru masehi

10 th January	= A million trees movement day	Gerakan satu juta pohon
10 th January	= TRITURA day	Hari tri tuntutan rakyat
10 th January	= Indonesia's environment day	Hari lingkungan hidup Indonesia
25 th January	= National nutrition day	Hari gizi nasional
25 th January	= World leprosy day	Hari kusta inetrnasional
31 st January	= Street's children day	Hari anak jalanan
FEBRUARY		
4 th February	= World cancer day	Hari kanker sedunia
9 th February	= Cavalery day	Hari kavaleri
9 th February	= National press day	Hari pers nasional
13 th February	= World radio day	Hari radio sedunia
20 th February	= World day of social justice	Hari kesetaraan sosial

21 st February	= National waste day	Hari peduli sampah
21 st February	= International mother language day	Hari bahasa ibu sedunia
MARCH		
1 st March	=World civil defence day	Hari pertahanan sipil dunia
3 th March	= World wildlife day	Hari flora dan fauna dunia
6 th March	= KOSTRAD day	Hari KOSTTRAD
8 th March	= United Nation day for women's right and international peace	Hari Hak-hak wanita international
9 th March	= National Music day	Hari musik nasional
11 th March	=SUPERSEMAR Day	Hari surat perintah sebelas maret
15 th March	= World consumer rights day	Hari hak konsumen sedunia
21 st March	= International poetry day	Hari puisi internasional

21 st March	= World Puppetry Day	Hari Teater Boneka Sedunia
21 st March	= International Forest Day	Hari Hutan International
22 nd March	= International Water day	Hari Air Sedunia
23 th March	= World Meteorological Day	Hari Meteorologi Sedunia
24 th March	= Bandung Lautan Api Commemoration Day	Hari Bandung lautan Api
24 th March	= International Tuberculosis Day	Hari TBC Sedunia
27 th March	= World Theatre Day	Hari Teater Sedunia
29 th March	= Indonesia Philately Day	Hari Filateli Indonesia
30 th March	= National Movie Day	Hari Film Nasional
APRIL		
1 st April	= National Broadcast Day	Hari Penyiaran Nasional
1 st April	= World Bank Day	Hari Bank Dunia
2 nd April	= International Children's Book	Hari Buku Anak International

6 th April	= National Fisherman Day	Hari Nelayan Nasional
7 th April	= International Health Day	Hari Kesehatan International
9 th April	= National Aircraft Day	Hari Penerbangan Nasional
16 th April	= KOPASUS Day	Hari KOPASUS
18 th April	= Asia _ Africa Conference Commemoration Day	Hari Peringatan Konferensi Asia Afrika
20 th April	=National Consumer Day	Hari Konsumen Nasional
21 st April	=Kartini's Day (Woman Emancipation)	Hari Kartini
22 nd April	= World Day	Hari Bumi
23 rd April	= English Language Day	Hari Bahasa Inggris
23 rd April	= World Book Day	Hari Buku Sedunia
24 th April	=National Transportation Day	Hari Angkutan Nasional
24 th April	= Asia Africa Solidarity day	Hari Solidaritas

		Asia Afrika
25 th April	= World Malaria Day	Hari Malaria Sedunia
26 th April	=World Intellectual Property Day	Hari Kekayaan Intelektual Dunia
26 th April	= National Disaster Preparedness Day	Hari Kesiapsiagaan Bencana Nasional
28 th April	= World Day for Safety and Health at Work	Hari Keselematan Kerja
29 th April	= International Dance Day	Hari dansa International
30 th April	= International Jazz Day	Hari Jazz International
MAY		
2 nd May	= National Education Day	Hari pendidikan Nasional
3 rd May	= World Press Freedom Day	Hari Kebebasan Pers International
4 th May	= National Fire Service Day	Hari Pemadam Kebakaran Nasional

5 th May	= International Day of The Midwife	Hari Bidan International
8 th May	= World Red Cross Day	Hari Palang Merah International
12 th May	= International Nurse day	Hari Perawat Internasional
12 th May	= National Book Day	Hari Buku Nasional
15 th May	= International Day of Families	Hari Keluarga Internasional
17 th May	=World Telecommunications and social Information Day	Hari Telekomunikasi dan Informasi Sosial Sedunia
18 th May	=International Museum day	Hari Museum Internasional
23 rd May	World Turtle Day	Hari Penyu Sedunia
29 th May	=International Day of United Nations Peacekeepers	Hari Penjaga Perdamaian PBB
31 st May	=World No-Tobacco Day	Hari Tanpa Tembakau Sedunia
JUNE		

1 st June	= Pancasila Day	Hari Lahir Pancasila
1 st June	= World Parents Day	Hari Orang Tua Sedunia
1 st June	= International Children's Day	Hari Perlindungan Anak Sedunia
5 th June	= World Environment Day	Hari Lingkungan Hidup Sedunia
8 th June	= World Oceans Day	Hari Laut Sedunia
8 th June	= World Brain Tumor Day	Hari Tumor Sedunia
12 th June	= World Day Againsts Child Labour	Hari Pemberantasan Perdagangan Anka Sedunia
14 th June	= World Blood Donor Day	Hari Donor Darah Sedunia
21 st June	= International Music Day	Hari Musik Sedunia
24 th June	= National Midwife Day	Hari Bidan Nasional
26 th June	= International Day Againsts Drug Abuse and Illicit Trafficking	Hari Anti Narkoba Internasional

29 th June	= KB (Keluarga Berencana) Day	Hari Keluarga Berencana
JULY		
1 st July	= Bhayangkara Day	Hari Bhayangkara
1 st July	= International Fruit day	Hari Buah Internasional
2 nd July	= National Ocean Day	Hari Kelautan Nasional
5 th July	= Indonesia Central Bank Day	Hari Bank Indonesia
9 th July	= Palapa Satellite Day	Hari Satelit Palapa
11 th July	= World Population Day	Hari Satelit Palapa
12 th July	= National Cooperative Day	Hari Koperasi
14 th July	= Tac Day	Hari Pajak
17 th July	= World Day of International Justice	Hari Keadilan Internasional
23 rd July	= National Children Day	Hari Anak Nasional
28 th July	= World Hepatitis Day	Hari Hepatitis Sedunia
30 th July	= International Friendship Day	Hari Persahabatan Internasional

AUGUST		
5 th August	= Dharma Wanita Day	Hari Dharma Wanita
8 th August	= ASEAN Declaration Day	Hari Ulang Tahun ASEAN
10 th August	= National Veterans Day	Hari Veteran Nasional
12 th August	= International Youth Day	Hari Pemuda International
14 th August	= Scouts' day	Hari Pramuka
17 th August	= Indonesia Independence Day	Hari Kemerdekaan Indonesia
21 st August	= National Maritime Day	Hari Maritime Nasional
SEPTEMBER		
8 th September	= International Literacy Day	Hari Literasi Internasional
8 th September	= Letter Day	Hari Aksara
8 th September	= Municipal Police Day	Hari Pamong Praja
9 th	= National Sport day	Hari Olahraga

September		Nasional
11 th September	= RRI Day	= Hari Radio Republik Indonesia
15 th September	= International Democracy Day	Hari Demokrasi Internasional
17 th September	= Indonesia Red Cross Day	Hari PMI
21 st September	= International Day of Peace	Hari Perdamaian Internasional
23 rd September	= International Day of Sign Languages	Hari Perdamaian international
24 th September	= Farm Day	Hari Tani
26 th September	= National Statistic Day	Hari Statistik Nasional
27 th September	= World Tourism Day	Hai Wisata Sedunia
28 th September	= World Deaf Day	Hari Tunarungu Sedunia
29 th September	= World Heart day	Hari Jantung Sedunia
29 th	= International Coffe Day	Hari Kopi Sedunia

September		
30 th September	= 30 September Movement Memorial Day	Hari Peringatan G30S PKI
OCTOBER		
1 st October	= Kesaktian Pancasila Day	Hari Kesaktian Pancasila
2 nd October	= International Day of Non- Violence	Hari Anti Kekerasan Internasional
2 nd October	= Batik Day	Hari Batik Nasional
4 th October	= World Animal Day	Hari Hewan Sedunia
5 th October	= World's Teacher Day	Hari Guru Sedunia
5 th October	= Indonesia National Army Day	Hari Tentara Nasional Indonesia
9 th October	= International Post Day	Hari Pos Sedunia
10 th October	= World Mental Healt Day	Hari Kesehatan Jiwa Sedunia
11 th October	= International Day of The Girl Child	Hari Anak Perempuan Internasional

12 th October	= National Museum day	Hari Museum Nasional
13 th October	= International Day of Disaster Reduction	Hari Penanggulangan Bencana
15 th October	= Global Hand-Washing Day	Hari Cucu Tangna Sedunia
16 th October	= World Food Day	Hari Pangan Sedunia
17 th October	= International Day for Eradication of Poverty	Hari Pengentasan Kemiskinan Internasional
20 th October	= World Osteoporosis Day	Hari Osteoporosis Sedunia
22 nd October	= National Moslem Day	Hari Santri Nasional
24 th October	= National Doctors Day	Hari Dokter Nasional
24 th October	= United Nations Day	Hari PBB
28 th October	=Indonesia Youth Pledge Day	Hari Sumpah Pemuda
30 th October	= National Financial Day	Hari Keuangan

NOVEMBER		
10 th November	= Indonesia Heroes Day	Hari Pahlawan Indonesia
12 th November	= National Fathre's Day	Hari Ayah Nasional
12 th November	= National Health Day	Hari Kesehatan Nasional
14 th November	= Wold Diabetes Day	Hari Diabetes Sedunia
16 th November	= International Tolerance Day	Hari Toleransi Internsional
20 th November	= World Children's Day	Hari Anak Sedunia
21 st November	= World Television Day	Hari televisi Sedunia
21 st November	= National Forest Day	Hari Pohon
25 th Novembeer	= International day for The Elimination of Violence Againts Women	Hari Anti- Kekerasan Terhadap Wanita
25 th November	= National Teacher's Day	Hari Guru Nasional
28 th	= National Folktale Day	Hari Dongeng

November		Nasional
DECEMBER		
1 st December	=World AIDS Day	Hari AIDS Sedunia
3 rd December	= International Day of Person with disabilities	Hari Penyandang Disabilitas Internasional
9 th December	= International Anti- Corruption Day	Hari Anti Korupsi Sedunia
10 th December	= Human Rights Day	Hari Hak Asasi Manusia Internasional
12 th December	= National Transmigrasi Day	Hari Transmigrasi
13 th December	= Nusantara day	Hari Nusantara
19 th December	= State Defence Day	Hari Bela Negara
22 nd December	= National Mother's Day	Hari Ibu
25 th December	= Cristmas day	Hari Natal

 Words list

New Year	= Tahun Baru
Chinese New Year	=Tahun Baru Imlek
Nyepi day	= Hari raya Nyepi
Isra' and Mi'raj	= Irsra' and Mi'raj
May Day	= Hari Buruh
Vesak Day	= Hari Raya Waisak
Ascension Day	=Hari Kenaikan Isa Almasih
Pancasila Day	= Hari Lahir Pancasila
Eid Al-fitr	= Hari Raya Idul Fitri
Eid Al-Adha	= Hari Raya Idul Adha
Independence Day	= Hari Kemerdekaan
Islamic New Year	= Tahun Baru Hijriyah
Mawlid Prophet Of Muhammad SAW	= Maulid Nabi Muhammad SAW
Cristmas Day	= Hari Raya Natal
Easter Day	= Hari Raya Paskah
360 days in a year	= 360 hari dalam setahun
4 weeks in a month	= 4 minggu dalam sebulan
7 days in a week	= 7 hari dalam seminggu

24 hours in a day	= 24 jam dalam sehari
60 minutes in an hour	= 60 menit dalam 1 jam
60 seconds in a minute	= 60 detik dalam 1 menit
Centuries	= Berabad-abad

3.6.5. Years

1995	= Nineteen Ninety-Nine
2000	= Two Thousand
2010	= Two Thousand and Ten
2020	= Two Thousand and Twenty
2022	= Two Thousand Twenty-Two
70's	= Seventies
90's	= Nineties

British System	American System
– On April 2, 1995	– On 2 April, 1995
– (On April the second nineteen ninety five)	– (On the second of Aptil nineteen ninety five)
– On April 2 nd , 1965	– 2 nd April 1995

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Chapter 4

BASIC ENGLISH GRAMMAR

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This chapter will explain the basic structural rules in the English language. It includes the structure of words, phrases, clauses, and sentences.

4.1 Parts of Speech

Parts of speech or word classes are classifications of words in English. Learning parts of speech is very important because it can show the function and position of each word in phrases, clauses, and sentences

4.1.1 Noun

A noun is a word which used to refer to a person, place, thing, event, or substance. Kinds of noun:

- **Based on the form**



- **Concrete Noun**

A Concrete noun refers to a real thing or a real physical object such as a handphone, book, lamp, gadget, cat, or horse.



- **Abstract Noun**

A Concrete noun refers to real things or physical objects such as a handphone, book, lamp, gadget, cat, or horse.

- **Based on the quantity**



- **Countable Noun**

A countable noun is a noun that can be counted using numbers such as a chair, table, tree, box, or pillow. Countable noun consists of a regular and irregular noun. A regular noun means that the

change of nouns from singular to plural has regular rules. There is the addition of s/es at the end of the word. A regular noun that ends with a consonant will be added -s,

e.g.:

Gadget → *Gadget***s**

Lamp → *Lamp***s**

Book → *Book***s**

Blanket → *Blanket***s**

Exception:

- ❖ A Regular noun with ending sound **-sh, -ch, -z, -s, -x** will be added with **-es** ending.

e.g.:

Match → *Match***es**

Glass → *Glass***es**

- ❖ Noun ending with consonant "y" must be changed with **-ies**

e.g.:

Family → *Famil***ies**

Story → *Stor***ies**

if the word ending with **y** is preceded by a vowel, just add with **-s** ending

e.g.:

*Boys***s**

*Keys***s**

Donkey → *Donkey***s**

Ashtray → *Ashtray***s**

An irregular noun means that the change of noun from singular to plural doesn't have regular rules like

adding **-s** or **-es** at the end of the word. Noun with **-f** or **-fe** ending are changed with **-ves**,

e.g.:

Wife → *wives*

Life → *lives*

Calf → *calves*

While there are some words also ending with **-f** or **-fe** that just need to add with **-s**.

e.g.:

Chief → *chiefs*

Scarf → *scarfs*

Dwarf → *dwarfs*

Proof → *proofs*

Some english words become plural by changing their vowels.

e.g.:

Foot → *feet*

Tooth → *teeth*

There are also words that can became plural by adding **-en**

e.g.:

Child → *children*

Ox → *oxen*

Moreover, there are some singular noun that have the same form as the its singular. Most of them are animal names.

e.g.:

Buffalo → *buffalo*

Shrimp → *shrimp*

Sheep → *sheep*

Swine → *swine*

Fish → *fish*

Uncountable Noun

A countable noun is a noun that can't be counted using numbers such as coffee, oil, blood, water, gold, air, jewelry, money, jewelry, clothing, and food. The other examples of uncountable noun are language, a field of study, natural phenomena, and abstract noun.

4.1.2 Pronoun

A pronoun is a word used to refer to someone or something that has been mentioned before.

- **Table of Pronouns**

Form	Personal		Possessive		Reflexive
	Subject	Object	Adjective	Pronoun	
1 st Person (singular)	I	Me	My	Mine	Myself
1 st Person (plural)	We	Us	Our	Ours	Ourselves
2 nd Person (singular)	You	You	Your	Yours	yourself

2 nd Person (Plural)	You	You	Your	Yours	yourselves
3 rd Person (singular)	He	Him	His	His	Himself
3 rd Person (singular)	She	Her	Her	Hers	Herself
3 rd Person	It	It	Its	-	itself
3 rd Person (plural)	They	Them	Their	Theirs	Themselves

- **Demonstrative Pronoun**

Singular	Plural
This	These
That	Those
One	Ones

Usually a demonstrative pronoun substitutes for a noun phrase that contains the same word being used as a determiner. A demonstrative pronoun can be either a subject or an object in a sentence.

e.g.:

- ***That** makes her angry.*
- *I like **that** book.*
- *I'd like you to put **these** books away.*

It is regarded as impolite to use a demonstrative pronoun to refer directly to a person, except when making introductions.

e.g.:

➤ Dad, *this* is Ririn, my classmate.

- **Interrogative Pronoun**

An Interrogative pronoun is a pronoun used to make a question. Those are: who, whom, which, what, and whose.

e.g.:

➤ *Who* are you?

➤ *What* is your hobby?

➤ *Whose* laptop is this?

- **Indefinite Pronoun**

An indefinite pronoun is used to substitute person, thing, and quantity. An indefinite pronoun can be a subject, object, complement, and adverb of vocative in a sentence.

Kinds of indefinite pronoun are:

✚ **General amounts and quantities:** most, some, none, any, all, both, half, several, enough, many, each

✚ **Choice or alternatives:** either, neither

✚ **Undefined singular or multiple persons and things:**

someone, somebody, something, no one, nobody, nothing, anyone, anybody, anything, everyone, everybody, everything

e.g.:

- *Although we lost a lot of stuff in the fire, **some** were saved. (as subject)*
- ***Neither** of the students was happy with the new lesson (as subject)*
- *She has **nothing** to tell you. (as a complement)*
- *I can buy **everything**. (as object)*
- ***Everybody**, help me, please! (as an adverb of vocative)*

• Relative Pronoun

A relative pronoun is a pronoun that starts a relative clause/adjective clause. It can be the subject or object in a relative clause. Some kinds of relative pronouns are:

✚ **Who (used for human and as subject)**

e.g.:

The men live upstairs.

~~They~~ are having a party.

*The men **who** live upstairs are having a party.*

✚ **Whom (used for human and as object)**

e.g.:

A woman phoned me last night

I met her three days ago.

*A woman **whom** I met three days ago phoned me last night*

✚ **Which (used for non-human as subject or object)**

e.g.:

As subject:

I have just watched a new movie.

~~It~~ makes me cry.

*I have just watched a new movie **which** makes me cry.*

As object:

My ex-mother give me a concert ticket to a Korean boyband concert.

I like ~~it~~.

*My ex-mother give me a concert ticket to a Korean boyband concert **which** I like.*

 Whose (used for human's own)

Ben is an Indonesian actor.

His wife betrays him.

*Ben is an Indonesian actor **whose** wife betrays him*

*Arnold **whose** wife betrays him is an Indonesian actor.*

 That (used for human and thing as subject or object)

As subject:

The women keep having all-night parties.

~~They~~ live next door.

*The women **that** live next door keep having all-night parties.*

As object:

I like the coat

My parents gave ~~it~~.

*I like the coat **that** my parents gave.*

A relative pronoun can be used as the object of a preposition as well:

- *It is a university club **to which many important people belong.***

- *It was the restaurant **in which my students preferred to eat.***

- **Reciprocal Pronoun**

A reciprocal pronoun indicates two or more people have an action with both receiving the benefits or consequences simultaneously. There are two types of reciprocal pronoun:

- ✚ each other (two people)

*Lina and Anas have a crush on **each other.***

- ✚ one another (more than two people)

*The army and the enemy shoot **one another** in that war.*

4.1.3. Adjective

An adjective is a word to describe a noun or pronoun. There are two kinds of adjectives. Those are:

- **Descriptive Adjective**

- ✚ **Quality:** *worse, handsome, honest*

- ✚ **Character:** *diligent, brave, lazy, friendly*

- ✚ **Size:** *wide, large, big, small, short*

- ✚ **Temperature:** *hot, warm, cold*

- ✚ **Age:** *old, young, ancient, new*

- ✚ **Color:** *blue, white, green, black*

- ✚ **Origin:** *Indonesian, Javanese, buginese*

- ✚ **Shape:** *round, oval, circle, square*

- ✚ **Participle**

- ➔ *Past participle: bored, exhausted, interested*

- ➔ *Present participle: boring, exhausting, interesting*

- **Certain Adjective**

- ✚ **Articles**

Articles are divided into two types. Those are indefinite and definite article.

- ❖ Definite article refers to a specific thing: the.

e.g. *The Earth, The Moon.*

- ❖ Indefinite articles refers to general things: 'a, an'. A is used for consonant sounds while 'an' is used before vowel sounds.

e.g.:

An Apple, An Artist, An Hour, A Window, A Camera, A University.

- ✚ **Exclamatory Adjective**

This adjective is used to express the deepest feeling.

The forms:

What + Noun / Noun Phrase!

What + Noun / Noun Phrase + (S + Be)!

e.g:

What a beautiful clothes!

What an exciting book!

What a popular engineer he is!

- ✚ **Numeral**

- ❖ **Ordinal Number**

An ordinal number is a number that shows the position of something in a list of things such as first (1st), second (2nd), third (3rd), one hundred and first (101st).

e.g.:

- *He becomes the **first** winner in a storytelling competition.*
- *Her **second** child got into an accident yesterday.*

❖ **Cardinal Number**

A cardinal number is a number that represents an amount such as one(1), two (2), three (3), one hundred and one (101).

e.g.:

- *Can you lend me **two** pairs of your socks?*
- *I teach **ten** classes this semester.*

❖ **Multiple Number**

Once / one time, twice / two times, thrice / three times, four times single, double, triple, quadruple.

e.g.:

- *She can eat **seven times** in a day.*
- *I have applied for this scholarship **twice**.*

❖ **Fraction Number**

A half / one half ($\frac{1}{2}$), a quarter / one quarter ($\frac{1}{4}$), tree quarters / three-fourth ($\frac{3}{4}$), one and a half ($1\frac{1}{2}$).

e.g.:

- *My office is about **a quarter** of a mile past the hospital.*

Quantifiers

Quantifiers or called indefinite quantities are generally used as determiners that function to limit nouns. Its position in front of a noun forms a noun phrase. Those **are some, any, many, much, a lot of, a**

few, few, little, a little, several, all, most, more, a great deal of, plenty of, a number of, a great amount of.

e.g.:

- She has *a lot of* English e-books.
- Tom and Mickey need to earn *much* money to buy an apartment.

However, a quantifier can also stand alone as a pronoun, to be precise, an indefinite pronoun.

4.1.4. Verb

A verb is a word that shows activity, condition, or experience. Kinds of verbs:

a. Based on the complement

- **Transitive (need object)**



- **Monotransitive (need 1 object)**

visit, invite, drink, compose, hear, love, hate, read, etc.

e.g.:

*I **visited** my half sister a week ago.*



- **Ditransitive (need 2 objects)**

Ask, bring, buy, give, cost, get, leave, lend, offer, owe, pass, pay, play, promise, read, refuse, say, sell, send, show, take teach, tell, wish, write, etc.

e.g.:

*The boss will **write** Andi a letter*



- **Complex transitive (followed by an object and object complement)**

appoint, believe, call, consider, elect, find, name, make, nominate, prove, think, etc.

e.g.:

Siska made Ani bored

S V O Object/Complement

- **Intransitive (without an object)**



- Complete Prediction**

sleep, run, cry, jump, etc

e.g.:

*I **run** quickly.*



- Incomplete prediction / Linking Verb**

appear, become, am, is, are, was, were, be,
been, seem, look, smell, turn, prove, feel,
sound, remain, taste, keep, stay, get, grow

e.g.:

➤ *He **looks** pale.*

➤ *The **earth** is round.*

b. Based on the form

- **Regular**

e.g. play – played – played

- **Irregular**

e.g. write – wrote – written

c. Based on the role

- **Finite Verbs**

Finite verbs are the main verbs and can change
based on the tenses.

e.g.:

➤ *I **kick** the ball*

➤ *She **kicks** the ball*

- **Non-finite Verbs**

Non-finite verbs can act as gerunds, infinitives, adjectives, and adverbs in a sentence.

e.g.:

- I want *to come*.
- *Delivering* a burger is my daily routine.
- He is looking at his *broken* watch.

d. Based on the position

- **Ordinary Verb**

e.g.:

She *has* eaten at the restaurant.

- **Auxiliary Verb (Helping Verb):**



Primary

To Be (be, been am, is, are, was, were)

To Do (do, does, did)

To Have (have, has, had)

e.g.:

He *is* a smart boy.



Modal Auxiliary

May, must, can, could, may, might, will, would, shall, should

e.g.:

She *may* go to Australia next month.

e. Based on the time and event

- **Verbal**

T \ E	Simple	Continuous	Past Perfect	Perfect Continuous
Present	V ₁	am + V _{ing} is + V _{ing}	Have + V ₃ Has + V ₃	Have + been + V _{ing} Has + been + V _{ing}

		are + V _{ing}		
Past	V ₂	was + V _{ing} were + V _{ing}	will + have + V ₃	Had + been + V _{ing}
Future	V ₃	Will + be + V _{ing}	Will + have + V ₃	Will + have + been + V _{ing}
Past Future	Would + V ₁	Would + be + V _{ing}	Would + have + V ₃	would + have + been + V _{ing}

- **Nominal (Be + complement subject)**

T \ E	Simple	Continuous	Past Perfect	Perfect Continuous
Present	am + cs is + cs are + cs	am + being + cs is + being + cs are + being + cs	have+been+ cs has + been + cs	Have + been + being + cs has + been + being + cs
Past	was + cs were + cs	was + being + cs was + being + cs	had+ been + cs	Had + been + being + cs
Future	will + be + cs	will + be + being + cs	will + have + been + cs	will + have + been + being + cs
Past Future	would + be + cs	would + be + being + cs	would + have + been + v ₃	would + have + been + being + cs

Notes :

→ **Complement subject: noun, adjective, adverb**

4.1.5 Adverb

An adverb is a word used to explain a verb, adjectives, and other adverb or phrase. Adverbs often end in -ly, but some such as the word "fast, deep, late, hard" look the same as their adjective counterparts.

e.g.

- Hamim **walks carefully**. (The adverb **carefully** modifies the verb **walks**)
- Hafidz walks **too slowly**. (The adverb **slowly** modifies the adverb **too**)
- Hafidzah is **very smart**. (The adverb **very** modifies the adjective **smart**)

An adverb also can be used as a sentence modifier.

e.g.

- **Actually**, I am addicted to golf.
- **Fortunately**, she become the third winner in math competition.

There are some types of adverbs in English based on the meaning:

- **Adverb of time**

The list of words: today, this morning, now, yesterday, the day after tomorrow, soon, later, recently, nowadays, at 3 o'clock, etc.

- **Adverb of place**

- ❖ *Nowhere, anywhere, somewhere, inside, outside, there, here etc. (location).*
- ❖ *Left, right, down, up, back and forth, above, in front of, in, at, etc. (direction).*
- ❖ *Close, apart, nearby, etc. (distance).*

- **Adverb of frequency**

The list of words: rarely, seldom, never, always, , never, ever, sometimes, periodically, hardly ever, frequently, periodically, every time, .. etc.

- **Adverb of manner**

The list of words: well, fast, fluently, cleverly, kindly, proudly, slowly, neatly, ... etc.

- **Adverb of degree**

The list of words: so, too, almost, quite, really, rather, enough, ... etc.

4.1.6. Conjunction

A conjunction is a word that connects words, phrases, clauses, and sentences.

e.g.:

- *Did you care with me **or** her? (**connect words**)*
- *He looked at the table **and** under the table. (**connect phrases**)*
- *She will come **after** I call her. (**connect clauses**)*
- *Hamim bought a cup of coffee, **and** Hafidz bought a cup of tea. (**connect sentences**)*

Conjunctions are divided into three types:

- **Coordinate Conjunction**

Coordinate conjunction is a conjunction that is used to connect grammatically equivalent words.

This conjunction well known as **FAN BOYS** (For, And, Nor, But, Or, Yet, So).

e.g.:

- *You can read the material in the book **or** e-book.*
- *She won't tell you, **nor** your parents.*

- **Correlative Conjunction**

Correlative conjunction is known as paired conjunction.

Those are:

Both ...S₁..... and ...S₂.... (verb always plural)

Not only ..S₁.. but also ...S₂... (verb based on the subject 2)

Either ...S₁..... or ...S₂... (verb based on the subject 2)

Neither ..S₁... nor ...S₂... (verb based on the subject 2)

e.g.:

- ***Not only** her mother **but also** her brothers clean the room.*
- ***Either** my friend **or** my teacher comes to my home.*

• Subordinate Conjunction

Subordinate conjunctions connect two clauses. Those are sub-clause or dependent clause and main clause or independent clause. The list of words:

Although, after, unless, when, so that, before, then, since, because, in order to, as, if, as soon as, while ... etc.

e.g.:

- *He decided to leave me, **although** I begged him not to.*
- ***If** I win a gold medal in the competition, I will treat you.*

4.1.7 Preposition

A preposition is a word used before noun/noun phrase, pronoun, and gerund. There are simple and complex prepositions. Simple prepositions consist of one word, e.g. since, throughout, about, despite, for, during, beneath, underneath, against, etc. Complex prepositions consist of more than one word, e.g. along with, apart from, according to, contrary to, due to, in spite of, because of, instead of, together with, as a result of, ... etc.

e.g.:

- *According to* the survey, SMKN 1 Boalemo is the best vocational school *in* Boalemo.
- Andi couldn't go to school *because of* the rain.

Some parts to note in the use of prepositions of place and time: in, on, at:

Preposition	Place	Time
In	City, town, country, area, state <i>e.g.</i> <i>in</i> Yogyakarta, <i>in</i> Indonesia Building <i>e.g.</i> <i>I sleep in the market.</i>	Year <i>e.g. in</i> 1994 Month <i>e.g. in</i> April Part of the day <i>e.g. in</i> the morning Season <i>e.g. in</i> winter Century <i>e.g. in</i> the 21st century Decade <i>e.g. in</i> the 1980
At	Address with exact number <i>e.g.</i> <i>I live at</i> Solo street No. 127	Time (clock) <i>e.g. at</i> 3.30 p.m Second <i>e.g. at</i> 5th second

	• Public Centre <i>e.g.</i> <i>I spend a day at a station.</i>	• Part of the day <i>e.g. at night, at noon</i>
On	• Thing <i>e.g. on the chair</i> • Floor <i>e.g. on the 3rd floor</i> • Street / road <i>e.g.</i> <i>I live on Ahmad Yani street</i>	• Name of the day <i>e.g. on sunday, on the weekend</i> • Date <i>e.g. on April 12, 2004, on the 1st of January 2012</i>

Complete English Grammar for Everyone: Mettayana, Roro (2012)

4.1.8 Interjection

An Interjection means to show strong emotion. It always use a comma or quotation mark.

e.g.:

- ***Look!** That's amazing*
- ***Watch out!** The floor is wet*
- ***Wow,** you look handsome with that suit.*
- ***Hurray!** I can do it.*
- ***Oh no!** I don't know how to deal with this machine.*

4.2 Phrase

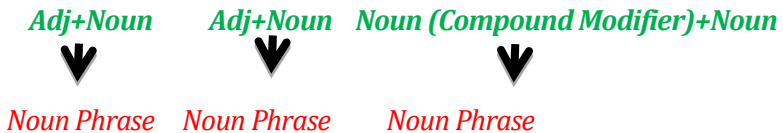
Phrases are a combination of words that form new meanings and occupy certain functions in sentences such as subject, predicate, object, and description. Phrases consist of head and modifier.

4.2.1 Noun Phrase

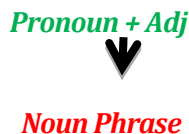
A noun phrase is a group of words headed by a noun or pronoun that includes adjectives or nouns as modifiers. A noun phrase can be used as a subject, object or complement in a sentence.

e.g.:

- My sister wrote her poem on a Garuda Airlines flight to Bali.



- She wrote it for someone special.



4.2.2 Adjective Phrase

An adjective phrase is a group of words headed by an adjective and has an adverb as modifier.

e.g.:

- My father is immensely proud of her.



4.2.3 Verb Phrase

A verb phrase is a phrase whose head word is a verb and the modifier is an auxiliary verb, adverb or object of preposition (noun, pronoun, noun phrase, etc)

e.g.:

She intends to study hard, and she wants to borrow my notes.

Verb + Adj



Verb Phrase

Verb + N.P.



Verb Phrase

4.2.4 Gerund Phrase

A gerund phrase is a group of words headed by a gerund and has an adverb, pronoun, noun, or noun phrase as the modifier.

e.g.:

- *Watering the plant is Titin's daily activity.*

Gerund + Noun Phrase



Gerund Phrase

- *She is speaking quietly.*

Gerund + Adverb



Gerund Phrase

4.2.5 Infinitive Phrase

An infinitive phrase is a group of words headed by to and has a bare infinitive (V₁) as the modifier. It can act as a noun, adjective, or adverb.

e.g.:

- *To get a scholarship, you need to compete.*

To + V₁



Infinitive Phrase

- *A teacher must be creative **to engage students.***

To + V₁



Infinitive Phrase

- *His goal, **to get promoted** before age 35, doesn't seem reliable.*

To + V₁



Infinitive Phrase

4.2.6 Participle Phrase

A participle phrase is a group of words headed by a participle (present/past participle) and has an object of participle or adverb / prepositional phrase as the modifier.

e.g.:

- ***The fixed car** is mine.*

Past P. + Noun



Participle Phrase

- ***Working on the exam**, she doesn't let anyone disturb her*

Present P. + Prep. Phrase



Participle Phrase

4.2.7 Adverbial Phrase

A verb phrase is a phrase that has adverb as the head word and the modifier.

e.g.

- *She walks **very slowly.***

Adv + Adv



Adverbial Phrase

- She studied **very hard** to pass the exam.

Adv + Adv



Adverbial Phrase

4.2.8 Prepositional Phrase

A prepositional phrase is a group of words headed by a preposition or pronoun that includes object of preposition (noun, pronoun, noun phrase, etc) as the modifiers.

e.g.:

- They do it **because of him**.

Preposition + Pronoun



Prepositional Phrase

- He answered all of the questions **without a doubt**.

Preposition + N.P.



Prepositional Phrase

- I will learn all day long **at home**.

Preposition + Noun



Prepositional Phrase

4.3 Clause

A clause is a sentence structure consisting of a main-clause or independent clause and a sub-clause or dependent clause. An independent clause has a subject and a verb. It also expresses a complete thought. On the other hand, a dependent clause has a subject and a verb, but it could not express a complete thought. A

Condition	Contrast	Manner	Place	Time	Cause
If	Although	As	Where	After	As
In case	Even though	In that	wherever	as	because
Provided	Though			as long as	inasmuch as
Providing	While			as soon as	
Unless	Whereas			before	now that
Whether				by the time	since
				once	
				since	
				until	
				when	
				whenever	
				while	

e.g.:

- *He ran to the office **because** he was late.*
S V adv. connector S V
- ***Because** he was late, he ran to the office.*
Adv. Connector S V, S V

A comma is often used in the middle of the sentence with a contrast connector.

e.g.

- Abdullah went to hiking program at 1 p.m., while Hudzaifah went to there two hours later.

4.3.3. Adjective Clause

An adjective clause is a clause that describes a noun and pronoun. Adjective clause connectors:

Subject	Object
Who (people)	Whom (people)
Which (thing)	Which (thing)
That (people or thing)	That (people or thing)
Whose (people's own)	
That (that can substitute who, which, whom)	

e.g.:

- *I knew the movie **which** you watched last night.*

S V Adj. Connector S V

- *The movie **which** you watched last night wasn't good.*

S Adj. Connector S V V

- *The man **who** interviewed me was handsome.*

S Adj. Connector V V

- *She knew the man **who** interviewed me.*

S V Adj. Connector V

A relative clause can end with a preposition, especially if the relative pronoun is omitted (informal English).

e.g.:

- *It is a university club **(which)** many important people belong to.*

- *It was the restaurant (that) my students preferred to eat in.*

2.4 Sentence

A sentence is a group of words with one or more subjects and verbs, and they express a complete thought. A sentence must provide complete information. There are four different sentences based on the types:

1. Simple Sentence

A simple Sentence means a sentence that has one main or independent clause.

e.g.

I met him in the volunteering program.

The ice melted quickly.

I have to go to the United States next year.

2. Compound Sentence

A compound sentence has two or more main independent clauses. The two independent clauses can be combined using either coordinating conjunction (FANBOYS) or semicolon.

e.g.:

- *I want to follow the fellowship program next year, **so** I have to make a lot of preparations.*
- *The car is unreliable; it never starts in the rain.*
- *She wanted to buy an apartment, **but** she didn't have much money.*

3. Complex Sentence

A complex sentence is a sentence that consists of one independent or main clause and at least one dependent

or main clause. Those clauses can be linked using sub-ordinate conjunction.

e.g.:

- *Sandi, **who** I called last night, is going to Australia tomorrow.*
- *Everyone was shocked **because** he had been arrested.*
- ***Whenever** you call me, I feel happy.*

4. Compound-Complex Sentence

Compound-complex sentences consist of at least two independent clauses and one or more dependent clauses.

e.g.:

- *She couldn't go to the meeting today **because** she is sick, **but** I am sure she will come tomorrow.*
- ***When** he was at home, he got a lot of phone calls from the office, **so** he decided to go back.*
- ***Since** the weather was fine, I decided to go shopping, **and** surprisingly I met some of my classmates there.*

There are also four sentences in English based on the functions:

1. Declarative Sentence

A declarative sentence is a statement sentence used to communicate an idea or information directly such as an opinion, fact, or explanation. It always ends with a period or full stop.

A declarative sentence may form in either a simple or compound sentence. A simple declarative is a simple form of a statement consisting of a subject, a verb, and an object.

e.g.:

- *A mineral is crucial for bone growth.*
- *I love my husband.*
- *I am tired.*
- *The monkey eats the banana in the early morning.*

A compound declarative joins two related phrases with a comma and conjunction or semicolon.

e.g.:

- *Andi writes an article, and Sinta reads a novel.*
- *He leaves for camping today, so he may not attend the class.*

2. Exclamatory Sentence

An exclamatory sentence has similar form with a declarative sentence. The difference is an exclamatory sentence end with an exclamation mark (!). It means that the sentence indicates an intense emotion.

e.g.:

- *I love my husband!*
- *I am tired!*
- *I missed my family!*
- *You are such a liar!*

3. Interrogative Sentence

An interrogative sentence asks a direct question and ends with a question mark.

e.g.:

- *Do you love your husband?*
- *Are you tired?*
- *Did you see my wallet on the chair?*
- *May I see your notes?*

In making a sentence with an indirect question, the word order is similar to a declarative sentence.

e.g.

- *I don't know who you are.* ✓
- *I don't know who are you?* ✗

4. Imperative Sentence

An imperative sentence is a command or request sentence. It can either use a full stop or an exclamation mark.

e.g.:

- *Do the dishes, please!*
- *Write down your phone number here!*
- *Watch out!*
- *Turn left and go ahead!*

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CHAPTER V

TENSES AND APPLICATIONS

By Kurnia, S.Pd, M.Pd

Tense communicates an associate degree event's location in time. The various tenses are known by their associated verb forms. There are three main tenses: past, present, and future. In English, every of those tenses will have four main aspects: simple, perfect, continuous (also called progressive), and perfect continuous.

5.1 Present Tense

The present tense (abbreviated PRES or PRS) may be a grammatical tense whose principal performance to find a scenario or event within modern times. The current tense is employed for actions that are happening currently.

5.1.1 Simple Present

We use the simple present once an associate degree action is going on without delay, or once it happens often (or incessantly, that is why it's typically known as gift indefinite). Depending on the person, the simple present tense is made by exploitation the basis form or by adding -s or -es to the end.

ASSERTIVE RULE --- sub + V1 + s/es + object
--

Example – She writes a letter.

NEGATIVE RULE --- sub + does not + v1 + s/es + object
--

Example – She does not write a letter.

INTERROGATIVE RULE --- Does + sub + v1 + s/es + object

Example – Does she write a letter?

INTERROGATIVE NEGATIVE ASSERTIVE ---

Does + sub + not + v1 + s/es + object
--

Example – Does she not write a letter?

5.1.2 Present Continuous

The present continuous verb tense indicates that an associate degree action or condition is going on currently, frequently, and should continue into the long run. We tend to use the present continuous to speak concerning one thing that is ongoing at the instant of speaking. (Granger, 1992)

ASSERTIVE RULE --- sub + is/am/are + V1 + ing + object

Example – She is writing a letter

NEGATIVE RULE --- sub + is/am/are + not + V1 + ing + object

Example – She is not writing a letter

INTERROGATIVE RULE --- is/am/are + sub + V1 + ing + object

Example – Is she writing a letter?

**INTERROGATIVE NEGATIVE RULE ---
is/am/are + sub + not + V1 + ing + object**

Example – Is she not writing a letter?

5.1.3 Present Perfect

The present perfect tense refers to an associate degree action or states that either an associate degree for an indefinite time within the past (e.g., we have talked before) or began within the past and continuing to the current time (e.g., he has grown impatient over the last hour).

ASSERTIVE RULE --- sub + has/have + V3 + object

Example – She has written a letter

NEGATIVE RULE --- sub + has/have + not + V3 + object

Example – She has not written a letter

INTERROGATIVE RULE --- has/have + sub + V3 + object

Example – Has she written a letter?

**INTERROGATIVE NEGATIVE RULE ---
Has/Have + sub + not + V3 + object**

Example – Is she not written a letter?

5.1.4 Present Perfect Continous

The present perfect continuous tense (also called as the present perfect progressive tense shows that one thing started within the past and is continuous in the current time. The present perfect continuous is formed using the construction has/have been + the present participle (root + -ing).

ASSERTIVE RULE --- sub + has/have + been + V1 + ing + object

Example – She has been writing a letter

NEGATIVE RULE --- sub + has/have + not been + V1 ing + object

Example – She has not been writing a letter

INTERROGATIVE RULE --- has/have + sub + been + V1 Ing + object

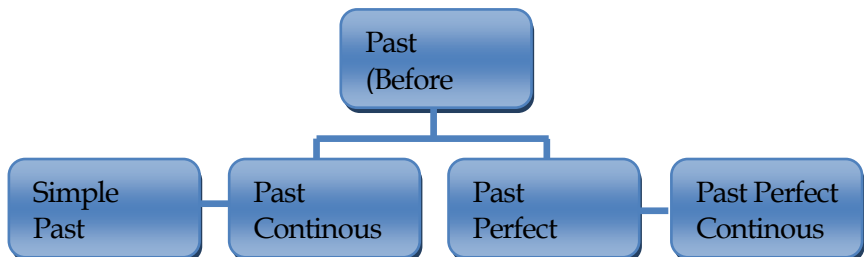
Example – Has she been writing a letter?

**INTERROGATIVE NEGATIVE RULE ---
Has/Have + sub + not + been + V1 ing + object**

Example – Has she not been writing a letter?

5.2 Past Tense

The tense may be a grammatical tense whose performance is to put associate degree action or scenario within the past. Examples of verbs in the past tense include the English verbs sang, went and washed. Most languages have a tense, with some having many sorts so as to point out, however, way back the action happened.



5.2.1 Simple Past

The simple past tense, typically known as the past, is employed to speak a few completed actions in a long time prior to now.. The simple past is the basic form of past tense in English. The time of the action is within the recent past or the distant past and action length isn't necessary.

Assertive Sentences --- Subject + V2 + Object

Example – She Wrote a letter.

Negative Sentences --- Subject + didn't + V1 +Object

Example – She didn't write a letter.

Interrogative Sentences --- Did + Subject + V1 + Object + (?)

Example – Did she write a letter?

Interrogative Negative Sentences ---

Did + Subject + not + V1 + Object + (?)

Example – Did she not write a letter?

5.2.2 Past Continous Tense

The past continuous tense is created by combining the tense of to be (i.e., was/were) with the verb's present participle (-ing word). There are several things during which this verb tense could be utilized in a sentence. For instance, it's usually wont to describe conditions that existed within the past.

Assertive Sentences --- Subject + was/were + V1 Ing + Object

Example – She was writing a letter

Negative Sentences ---

Subject + was/were + not +V1 Ing + Object

Example – She was not writing a letter.

Interrogative Sentences ---

Was/were + Subject + V1 Ing + Object + (?)

Example – Was she writing a letter?

Interrogative Negative Sentences ---

Was/were + Subject + not + V1 Ing + Object + (?)

Example – Was she not writing a letter?

5.2.3 Past Perfect Tense

The past perfect refers to a time sooner than prior to now. It is used to make it clear that one event happened before another within the past. It does not matter which event is mentioned first - the tense makes it clear that one happened first.

Assertive Sentences --- Subject + had + V3 + Object

Example – She had written a letter

Negative Sentences --- Subject + had + not + V3 + Object

Example – She had not written a letter.

Interrogative Sentences ---

Had + Subject + V3 + Object + (?)

Example – Had she written a letter?

Interrogative Negative Sentences ---

Had + Subject + not + V3 + Object + (?)

Example – Had she not written a letter?

5.2.4 Past Perfect Continuous Tense

The past perfect continuous tense (also known as the past perfect progressive tense) shows that a continuous degree of action that started within the past continues up till yet again within the past. The past perfect continuous tense is constructed using *had been* + the verb's present participle (root + -ing).

Assertive Sentences --- Subject + had been + V1 Ing + Object

Example – She had been writing a letter

Negative Sentences ---

Subject + had + not been + V1 Ing + Object

Example – She had not been writing a letter.

Interrogative Sentences ---

Had + Subject + been + V1 ing + Object + (?)

Example – Had she been writing a letter?

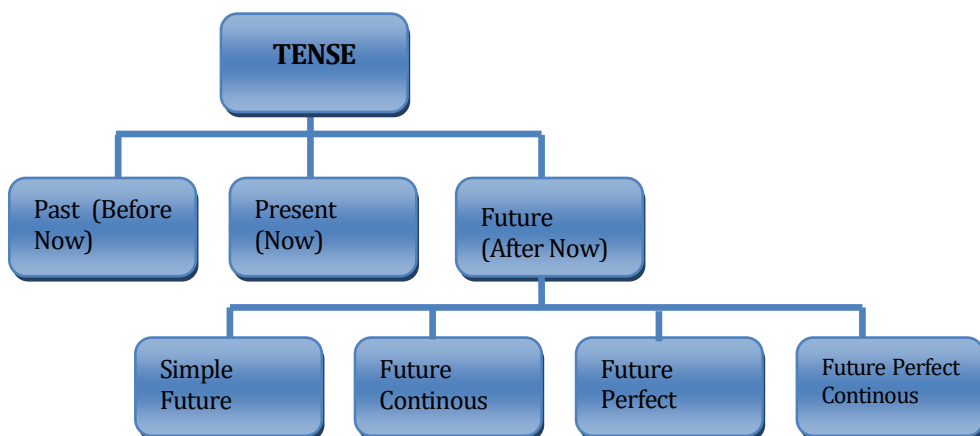
Interrogative Negative Sentences ---

Had + Subject + not + been + V1 Ing + Object + (?)

Example – Had she not been writing a letter?

5.3 Future Tense

Just like the past and present tenses, there is more than one future tense in English. These modifications work on the performance and what we would like to mention. Nowadays, we're aiming to check out four future tenses: the future simple, the future continuous, the future perfect and the future perfect continuous.



5.3.1 Simple Future

The simple future refers to a time later than currently, and expresses facts or certainty. In this case there is no 'attitude'. The simple future is used: To predict a future event: It will rain tomorrow.

Assertive Sentences --- Subject + will/shall + V1 + Object

Example – She will write a letter

Negative Sentences --- Subject + will/shall + not + V1 + Object

Example – She will not write a letter

Interrogative Sentences ---

Will/shall + subject + V1 + Object + (?)

Example – Will she write a letter?

Interrogative Negative Sentences ---

Will/shall + subject + not + V1 + Object + (?)

Example – Will she not write a letter?

5.3.2 Future Continuous Tense

The future continuous tense, sometimes also referred to as the future progressive tense, is a verb tense that indicates that something will occur in the future and continue for an expected length of your time. It is formed using the construction will + be + the present participle (the root verb + -ing).

Assertive Sentences ---

Subject + will/shall + be + V1 Ing + Object

Example – She will be writing a letter

Negative Sentences ---

Subject + will/shall + not + be + V1 Ing + Object

Example – She will not be writing a letter

Interrogative Sentences ---

Will/shall + subject + be + V1 Ing + Object + (?)

Example – Will she be writing a letter?

Interrogative Negative Sentences ---

Will/shall + subject + not + be + V1 Ing+ Object + (?)

Example – Will she not be writing a letter?

5.3.3 Future Perfect Tense

The Future perfect tense indicates that associate degree action can be completed (finished or "perfected") at some purpose within the future. This tense is created with "will" and "have" plus the past participle of the verb (which can be either regular or irregular in form): "I will have spent all my money by this time next year.

Assertive Sentences ---

Subject + will/shall + Have + V3+ Object

Example – She will have written a letter.

Negative Sentences ---

Subject + will/shall + not + Have + V3+ Object

Example – She will not have written a letter.

Interrogative Sentences ---

Will/shall + subject + have + V3 + Object + (?)

Example – Will she have written a letter?

Interrogative Negative Sentences ---

Will/shall + subject + not + have + V3 + Object + (?)

Example – Will she not have written a letter?

5.3.4 Future Perfect Continuous Tense

The future perfect continuous, also sometimes called the future perfect progressive, is verb tense that describes actions that may continue up till some extent within the future.. The future perfect continuous consists of will + have + been + the verb's present participle (verb root + -ing).

Assertive Sentences ---

Subject + will/shall + have been + V1 Ing + Object

Example – She will have been writing a letter

Negative Sentences ---

Subject + will/shall + not + have been + V1 Ing + Object

Example – She will not have been writing a letter

Interrogative Sentences ---

Will/shall + subject + have been + V1 Ing + Object + (?)

Example – Will she have been writing a letter?

Interrogative Negative Sentences ---

Will/shall + subject + not + have been + V1 Ing + Object + (?)

Example – Will she not have been writing a letter?

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CHAPTER VI

INTERPRETIVE AND EFFECTIVE READING

Neneng Yuniarty, S.S, M.Hum

6.1 Preface

Knowing that there are various degrees or lengths of perception of a passage. There are distinctions among actual, interpretive, and critical perception. An actual perception is aware of the message which is immediately declared in the passage or one that is aware of the central indications. In degree of comprehension, the reviewer looks for the notion which is absolutely declared in the passage. The next degree is interpretive perception. Readers at this stage move further from something that has been told and look for extra messages. Reviewers have to recite attentively and consider the passage having recited; it can be seen the connection amid the concept and implicit message of these concepts. Obviously, before reviewers are able to do this, they must comprehend a concept declared (interpretive understanding). Concluding, making generalizations, and predicting outcomes are all examples of referential comprehension. The last degree is the critical perception which involves evaluating concepts and data. Later the reviewers recognized the concepts given by the author can be critical evaluation take place. However, appreciative comprehension, reading to get an affecting or alternative type of appreciated feedback from a text, should be added here.

6.2 Reading

Some define language ability as a series of language abilities. The amount of educating and examining components are supported by the same idea, the language skills are listening, speaking, reading,

and writing and these skills are so far really helpful in the instructional way, despite the lack of empirical support. A lot of educators, workbook writers, and literature assessment developers believe that reading is created from various abilities and factors. It is frequently asserted applying the reading mechanism administers helpful structure for class design, teaching, and test advancement.

To read is one of the subjects in which readers can obtain ideas and awareness of almost anything they require starting with the drafted design. One of the skills, reading, is critical and each student at all levels should master it. This skill is a form of interpreting characters to compose and acquire meaning. By reading, we can communicate and exchange information and ideas, and as an instrument of language acquisition (Amelia, 2017).

Furthermore, linguists define reading, and their perspectives on reading differ. Some argue that reading is the process of acquiring, comprehending, and retaining the reading subject. Reading is also a way of comprehending a printed text, that entails deriving as much data as possible from the text.

6.2.1 Reading Comprehension

Comprehension is a step in trying to value the words, phrases, clauses, and sentences that is related to each piece of information. The passage that you are trying to understand is not just acknowledging and identifying the words. Appropriate comprehension intends to get everything understandable in what you read and relates the ideas in the text to something that the reader perceives then. This process also entails everything that the reader has read before. On the other hand, Comprehension is the way of trying to get everything in mind as you are reading something (Mikulecky, Beatrice S, Jeffries, 2007).

Comprehending a passage intends to get the data needed from the passage thoroughly (Grellet, 1981). As we look at an advertisement for a house and when we attentively read an essay, we use different reading strategies. However, discovering the applicable commercial in the bulletin and comprehending the latest information in the

article shows that the reading goal was met in all states. In the early state, a skilled viewer will promptly discard inappropriate information and locate something that the reader seeks. In the following state, understanding the gist of the text is insufficient; more in-depth comprehension is required.

When we try to understand the passage, we need our previous concept insight, logic, and argument. Viewers have to apply the previously acquired information to penetrate, describe, form, reverse, and enact relationships with the latest new approaching information on the page.

Reading comprehension is defined as the action of obtaining and accomplishing a message by communication and engagement with written language. We apply the phrase obtaining and accomplishing to affirm the meaning of the passage as a compelling of reading comprehension, as well as its inadequacy.

6.2.2 Interpretative Reading

Reading is a two-way interaction among the viewer and the passage that results in incomprehension. The passage contains letters, phrases, words, clauses, sentences, and paragraphs that conceal content, and the reader has to use knowledge, abilities, and plans to figure out the meaning in the passage. The reader has to deal with the idea the writer has planned the information, but he or she can alternate in the passage to gain a better understanding.

Paying attention to broadcast on the community address system, watching a music video or reviewing a magazine are all examples of interpretive communication. There is no way for the listener, viewer, or reader to query the writer of the passage, request litany, or mediate to mean. One-way communication is what it is called.

Regardless of mode, the composition of the language tip listened to, watched, or read is assigned to as a "passage" when discussing interpretive communication. Listening to an airfield announcement needs a distinct form of listening ability than listening to story in the

radio, and reading a commercial in the newspaper needs a diverse type of reading ability than reading a community article. Furthermore, each of the activities of listening, viewing, and reading presents its own set of difficulties.

Understanding of a passage is frequently involved in interpretive communication. Literal or inferential comprehension is the most common classification. Your comprehension instructional objectives should include both literal and inferential comprehension in the target language, just as they do in the students' native language (Amelia, 2017).

6.3 Reading Comprehension Skills

When new information enters your brain, it searches for a link to previously stored information. If it discovers a link, the new information becomes part of a network and is stored in your long-term memory. When it fails to find a link, the new information is quickly forgotten and lost. When you read, you go through a similar process. While reading, your brain instructs your eyes on what to look for to make connections. When the information is important or interesting to you, the connection appears to happen on its own. However, it is not always that simple. The text may appear to be a jumbled mess of data with no discernible meaning.

6.3.1 Previewing and Predicting

You usually consult a map before embarking on a journey. It aids in route planning. Therefore, you will see something while traveling. It is also an acceptable idea for learning in the map. After you take a look on the map, you will read it. So, it will be effortlessly to comprehend. This is the result of previewing.

Since we collect information about a book by analysing the book's cover, you are previewing. The goal of previewing is to help you predict or prepare some "intelligent assumption" of something that you will read in the book (Mikulecky, B. S., & Jeffries, 1996).

Previewing is a quick reading technique proving you to gain a common idea in the text, essay, or book is about and how it is arranged. Your eyes quickly scan the page, searching for general replies to the material's inquiries.

Predicting implies that something in the future. Wherever the reader do the prediction, he will be an excellent reader. When reading, predict the thing that will occur. The reader may apply phrases and images to assist the reader to predict (Mikulecky, Beatrice S. & Jeffries, 1986).

6.3.2 Making inference

An essential reasoning ability is the skill to prepare inferences: deduce or results that the reader get from articles. The adequate method to for developing a sense of making inferences is through the use of pictures (Gunning, 2010). An inference is a logical connection that you draw between what you observe or know and what you do not know. An inference is the right assumption which the readers are able to create applied the applicable ideas and situations (Amelia, 2017).

These are some common guidance to create inference in the passage:

- a) Be clear that you comprehend the sure you understand the actual context
- b) Apply hints given by the author
- c) Recognize the writer's goal
- d) Confirm the inference

We are not hindered by minus in a decent transcription ability or an unfamiliar glossary when we use images. We can take the images from the passage which we are ging to read. They could deduce a person's age, where they are, what they are doing, what they are thinking, whether they are rich or poor, and so on from a picture of a person. To make plausible inferences, emphasize the importance of using components of the image as well as their own background

and argument. Yuill & Oakhill stated that when the reader seem to get use to in using the inference from the images, comfortable with making inferences from pictures, get them do the inferences on text. (Gunning, 2010).

6.3.3 Understanding Paragraph (topics, topics of paragraph & main ideas)

In English passage, there is always a single topic in every paragraph or longer passage. The topic is almost always mentioned at or near the beginning of a passage by writers in English. When reading, good readers seek out the topic.

In the paragraph there will be word or phrases that the topic is the word or phrase that is perfect to define the purpose of the whole. The phrases associating to the topic are commonly replayed a few times in paragraph. searching for those words are able to assist the reader to meet to the topic (Mikulecky, Beatrice S, Jeffries, 2007).

The paragraph's topic indicates what it is about. Each paragraph in English passage commonly has a topic sentence that allows the reader to recognize the subject being discuss in the paragraph. The topic sentence is able to be discovered in the centre or at the end of the paragraph even though the topic sentence commonly appears almost in the first paragraph, is usually near the beginning of the paragraph. (Mikulecky, Beatrice S, Jeffries, 2007).

Almost topic sentences describe the author's main idea or main idea which the author need to convey about the topic, as well as stating a topic. The author uses a few supporting minutiae in the text paragraph to explain the idea, and these details are more specific than the primary idea. The paragraph's main idea is the writer's idea about the topic. The main idea is usually a full sentence that consists of both the topic and the idea which the writer wants to convey about the topic (Mikulecky, B. S., & Jeffries, 1996).

6.3.4 Patterns of Organisation

Recognizing organizational patterns happens to be an essential component of reading comprehension because authors need the

pattern to make the idea reasonable. Once you recognize the pattern, you will be able to better understand and follow their ideas. There are six patterns that are usually used in the paragraph listing (many, several, a number of, other, such as), sequence (begin, case, arrangement, 1981, third, as, before, after), comparison/contrast (common, kinship, harmony, as same as, though) cause/effect (because of, as, since for, because, cause), problem/solution, and Extended Definition (was, be, feel) (Mikulecky, Beatrice S, Jeffries, 2007).

6.3.5 Effective Reading: Longer Text

The longer passage, like a paragraph, meets in one topic, shows a broad concept about a topic, accompanies with an organizational design, and employs signal words and phrases to signify base ideas. The topic that has a long passage is commonly restated more to draw the reader's consideration to it and to strengthen relation between the topic and the base ideas. It is usually indicated in the following places:

- caption;
- paragraph's topic sentence;
- every paragraph should have slightly one more sentence.

In a longer text, the author's point of view on the subject is expressed in a sentence that is known as the thesis remark. The thesis remark, like the main idea in a paragraph, expresses the author's overall opinion on a subject. Knowing and comprehending the author's thesis description is essential for comprehending the ideas in a text.

The thesis statement in English is easily identified by (Mikulecky, Beatrice S, Jeffries, 2007):

- adding the topic;
- being found in the early paragraph (or paragraphs);
- appearing always a complete sentence;

- generally, indicating the way that the author will develop the text; and
- being supported by the ideas and information that is found in every paragraph of the passage.

The thesis remark is close to the first paragraph of a text in English because readers require to know the content of the text is about right away. This is not always true in other languages and cultures. Consider how writers express themselves in your language. In a longer passage in each language in the world, where can the reader identify the thesis? Is it the same as it is in English, or is it different?

6.3.6 Skimming

When the reader wants to identify the broad idea of the text, the reader can do rapid reading by doing skimming (Mikulecky, Beatrice S, Jeffries, 2007). As the readers look only for the main idea by doing skimming, it usually fits for nonfictional reading material. For you do not read anything when you skim, your overall understanding is diminished. You only read what is relevant to your objectives. When reading, you can skim for specific things as well as the main ideas by skimming. On the other hand, skimming is the process of rapid reading a text to get a general sense of its meaning. Skimming favours, you to gather on some of the main ideas while ignoring the details. It is a quick procedure. A sole chapter should be completed in a matter of minutes.

The reader can follow steps in skimming (Amelia, 2017):

- a. making a list of thick printed word and pictures
- b. beginning to read and move your eyes on the passage rapidly.
- c. reading only certain word in each paragraph.
- d. adapting with the content of the passage by doing review first.

6.3.7 Scanning

Scanning is one way to read fast (Mikulecky, B. S., & Jeffries, 1996). While scanning, the reader takes some notes and learn the words

that refers to your notes. Scanning exercise is going to aid you to not read insignificant phrase in the text that will make you read fast. If the reader wants to get a good result in scanning, he must find out the management of the text so he can get valuable information as required. The readers can get information fast and more specific if they do scan well.

The information you scan is typically organized alphabetically, chronologically, nonalphabetically, by class, or content. The crucial things key to do the efficient scanning is to effective scanning is to access the information orderly. There are some phases in getting the information orderly (Amelia, 2017):

- a. analysing the passage or material system
- b. making a detail inquiry
- c. preparing for word hints
- d. classifying acceptable statement or answer place
- e. applying an organized order
- f. affirming the reply

6.3.8 Summarizing

Summarizing is the rewrite the essential element in the text in a brief style (Mikulecky, B. S., & Jeffries, 1996). Summarizing what you have read is another important approach for studying and recollecting the concepts in the passage. This entails retelling the essential element in a brief style, using a few phrases from the passage and also our own. Particularly summarizing is really helpful in (Mikulecky, Beatrice S, Jeffries, 2007):

- Evaluating and remembering something from the book for examination;
- Providing concept from distinctive origin thus the reader is able to add the ideas in the writing.

There are some steps in summarizing (Mikulecky, Beatrice S, Jeffries, 2007):

1. Reviewing a text

If the reader wants to summarize the text, he can write sentences from each paragraph and then put together in one unified paragraph.

2. Reviewing lengthy text

If the reader is going to review a lengthy text, he will do these more steps:

- scan the text until the end of the text.
- Decide the order of the text management the overall pattern of organization.
- Separate the text within several section.
- compose a review sentence for every section
- compose a paragraph which put together the review sentence from each section
- the result of the summary should be the same as the authentic text: the information, the topic, and the arrangement.

3. Reviewing a workbook unit

Reviewing the workbook unit usually simpler. The beginning of the unit always has the explanation a textbook, the introduction to a chapter or chapter section usually contains a statement determination and describe the content of the text and the pattern of the text. The unit caption always correlates with the topic idea in the text. When workbook unit usually manages orderly, every sub unit has distinctive arrangement. Reviewing the subunit is simpler to comprehend when you can recognize the arrangement.

6.3.9 Critical Reading

With so much information available today, you must exercise caution when reading. Nothing is automatically true simply because

it is printed or available on the Internet. You must improve your reading comprehension; reading perilously. When reading, the reader has to do these steps about the passage and the author (Mikulecky, Beatrice S, Jeffries, 2007):

- checking the authenticity of the information
- finding out the writer
- confirming that the material can be trusted
- learning the author's aim in making the material
- determining the author's opinion about the topic
- comparing the material with the material that the reader already knows
- approving or not with the new information that the reader gets

The ability in distinguish fact from opinion is a critical reading skill. Facts are assurance which is able to be justified the correct or incorrect. Assessments are statements that convey perception, mood, or idea but are not either right or wrong.

A universality is a statement created for about a broad crowd or individual which is supported in information or skill with a subset of that crowd or individual. Address the author's result with a decisive, inquiry approach while reading material that contains generalizations. When a generalization is not supported by facts, consider it to be the author's opinion. Universality displayed as evidence are risky, deceptive, and will be entirely wrong.

The tone of a speaker's accent always tells their characters and gives to the general information in a speech. A piece of writing's tone is also noticeable, and it gives to its content. Identifying the writer's accent is frequently necessary to translating and assessing for accent frequently tell perception, mood, or idea. Recognizing an author's accent is frequently important in interpreting and evaluating because tone frequently reveals feelings, attitudes, or idea that the author does not express directly. The tone of an author

is primarily established over diction and eloquent elements equally markings and term.

The accent of a sentence tells the mood of the speaker. Many human emotions, such as disapproval, hatred, admiration, disgust, gratitude, and forcefulness, can be communicated through tone.

The writers write for difference of reasons, including informing or instructing the reader, amusing or entertaining the reader, eliciting sympathy, persuading the reader to get a specific deed or obtain a particular opinion. Becoming an efficient reader, the reader has to understand the writer's intention.

Things to recognize the writer's main goal (Amelia, 2017):

- a. Identifying the targeted crowd
- b. identifying the tone
- c. recognizing the idea
- d. finding the author's opinion

Bias deal with the writer's preference, proclivity against an appropriate point of view, or enmity. An author is biased when, thus, he just accepts an opinion of a contentious argument and fails to see the other opinion. Advertising is perhaps the most blatant illustration of preference. A magazine commercial for a motorcycle model explains the positive and sellable features. In addition, the advertisement fails to acknowledge the motorcycle's restraint or flaws. In other cases, the author expresses his or her bias directly and openly; in others, the bias is concealed and must be discovered by the reader through careful analysis.

To identify bias, apply the following questions (Amelia, 2017):

- 1) determine the connotative context
- 2) considerate the Notice definitive language.
- 3) determine the accent. The writer's tone frequently gives necessary hints
- 4) searching for different idea

6.4 Interpreting: Understanding the Writer's and The Author's Message

As the reader, it sometime finds difficulties in understanding the text message; What is the meaning of the passage? What is it attempting to tell? What is the purpose of the passage? Is there any hidden message in the text? Therefore, we have to try figure out the style, the context, and the diction that the writer's and author's use in the passage.

6.4.1 Comprehend the Author's Information

Phrases have two meanings: a literal and obscurity meaning. The two levels of meaning are applied as denotative and connotative, respectively. Denotative meaning is the meaning that we can find in the dictionary. However, connotative meaning is a supplementary hidden meaning in a word or phrase (Amelia, 2017). Connotative word or phrases frequently convey a clear or contradictive meaning, favourable or unfavourable effect. For instance, the two words, mob and crowd, have a negative meaning because they imply a chaotic, undisciplined group. Gathering, public, and division all have a positive meaning as the words imply a well-ordered, well-organized group.

Based on the facts and information available, an inference is a literate assumption or prediction about the thing which is anonymous. It is a logical link amid the thing that you examine or notice or not. Creating an inference is a way of thinking. You are following the writer's mind as reading. The readers are also lookout for topics implied but not explicitly declared. There is no easy way to take for inference because it is a logical thought process. Every inference is fully dependent on the context, the data given, and the reader's idea and background to the context. There are soe guidance for drawing inferences:

- a. comprehends the actual context
- b. recognizes specific aspect

c. accumulates the actual data

d. examines the hints

e. be clear that the inference is your inference is sustainable

Metaphoric language is a method in defining things that cohere imaginatively but not factually or literally. Figurative language's purpose is to colour a phrase in image that is to aid the reader to picture the things. Metaphoric language is a tool used by the authors to express an idea or feeling while also allowing the reader to use their imagination. It allows the writer to describe the characters an idea out of the statement straight forward. An author is able to convey a various of senses depending on the metaphoric expression that is used.

A lot of journals and writings, the writer usually use the figurative language. It is also used in everyday conversation and slang. A large number of literatures, particularly poetry uses metaphoric language. While the reader is reading the text that has metaphoric language, take note of the images and feelings evoked. Make sure the reader understands how the author will be influencing the reader's reaction to the information, for instance: It is raining cats and dogs.

6.4.2 Understanding the Author's message

When it comes to writing an article or an essay, each writer has their own characteristics. One author may use a large number of examples, while another may use a small number. The writer can apply brief, simple chose of words or statements while the other uses long, complex statements. According to McWhorter that the tone of each author makes their own uniqueness and feature (Amelia, 2017).

Tone, as opposed to meaning, refers to the manner in which something is written. However, they are inextricably linked in writing. Tone affects the viewer's perception into the idea as package for text meaning. Dictation and tone are aspects of style. The primary goal of reckoning tone is giving idea to make a suitable

path for the viewer and the aim of the composition. The writer has to maintain the consistency. Changing the tone will mislead the viewer and reduce its argument credibility in the text. Authors can alter the tone in appealing to the targeted viewers. It is very important for the author to understand their viewers so that the author can meet the viewers' demand.

An author can make the writing for common viewer, for instance magazines and articles. However, a writer may have specific target audiences in mind. As an example, consider the Economic scientific writing article. The author can write to the viewer who has different view in every aspect. An author's language level, word choice, and method of presentation will vary depending on the audience for whom he or she is writing.

Knowing who the intended audience is for an essay or article is critical for influencing the subject showing in the passage. The subject in a specific article is going to be different because it relies upon the specific viewer. Specifically, it is both important to have specific audience and specific topic.

According to McWhorter (1986: 224) that style is the author mood or character shows in the topic. An author can use writer may adopt a thoughtful style, a resentful style, an entertaining style, a compassionate style, an informative style, an influential style et cetera (Amelia, 2017).

The viewer is able to recognize the writer's style only reading the diction. The viewer can spend the time to see the style used by the author in the passage. The writer applies phrase expression to make interpretation. Thus, when we see a crow, on one side crow symbolize wisdom and good fortune on the other hand it symbolizes death and bad luck. This tone is established by the use of words like tragic, innocent, and insensitive.

The reader is able to decide that a phrase is abstruse, actual, common or particular. The writer can broad term, such as handphone, instead of using an exact term such as iPhone. An actual/a concrete word will show us the meaning of an

abstruse/abstract word, which may have multiple meanings, such as pleasant.

Finally, consider the story's specifics. The first step in determining tone is language, but word choice is equally important. The reader can see the writer define a background, a cast, and, an event. The characterization mainly gives a contribution to the style.

Writing tone refers to author's characters or concept to main ideas. Tone in writing possibly comes in every mood, such as, pompous, secluded, serious, easy going, satirical, snobby, passionate et cetera.

We can find tone in any work of literature. Tone is created by the author through the use of aspects like structure, wording, symbolism, specific aspects, and metaphoric feature. The writers have to apply wording to tell mood and the diction can establish a writer style to an essential subject writing.

Literature is not restricted to a single tone. The tone of the work may shift throughout as the narrator's point of view shifts. An author may also adopt more than one tone when approaching work. A novel possibly will have lots of mood such as, hearty, ominous, emotional, and for example, can be both light-hearted and dark, or both sentimental and solemn.

The type of language used by writers is an important feature that they modify to suit their purpose. The writer usually use these essential variation of language (Amelia, 2017):

a. concrete is actual type of language

Concrete idea can be apparent and actual: can be recognizable, felt, aromatic, able to be seen, touched, smelled, tasted, or justified and enumerated, specified, or copied. This type of writing style always conveys the validity of the information and open-minded idea.

b. Instinctive type of language convey the mood and characters.

This type of language contains personal idea, awareness, guessing, gossip, scepticism, and other undoubtable idea. The writing will full of individual or the writer viewpoint.

c. Interpretative type of language

This type of language is almost the same as instinctive type of language. McWhorter stated that it eases the viewer to make fanciful image of the things which is defined.

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CHAPTER VII

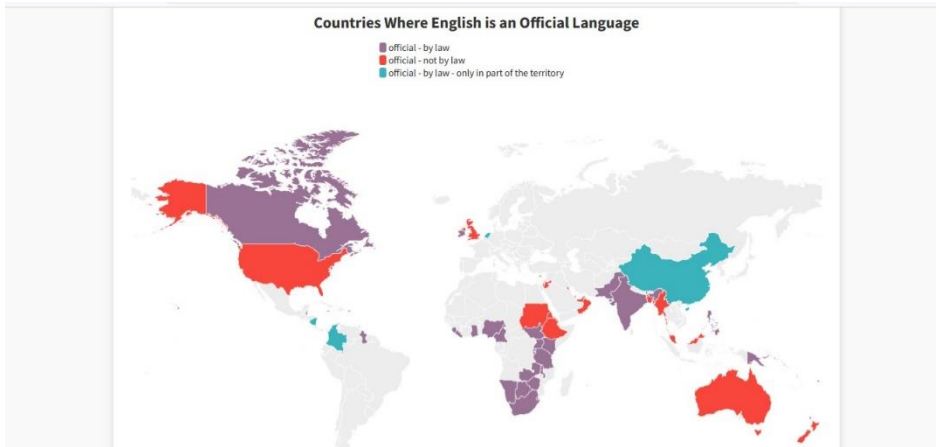
SPEAKING OF EVERYDAY COMMUNICATION

By Satrio BS, S.S., M.Pd

Is that difficult for Indonesian to speak English? These questions are frequently asked by foreign language learners in Indonesia when they start to learn English. The phenomenon of Bahasa Anak Jaksel in 2018 came up as a portrait of the current trend of daily communication using mixed language. Code-switching (mixed language) in Indonesian-English among EFL learners was popular recently. The article by CNN Indonesia reported the code-switching phenomenon of young people's conversations in the capital, Jakarta. The young EFL learners mixed Indonesian-English in their communication. The article stated that the phenomenon happened for some reason: showing their social status or educational background and attempting to speak English spontaneously. That is also related to the current situation experienced by most EFL which is difficult in speaking English. Some questions popped up: what makes speaking English so hard for EFL? What is the best way to comprehend speaking? The following questions will be breakdown below.

7.1 Spoken English in Indonesia: An Overview

This part will discuss the background of how the EFL learns a foreign language and how the process of learning the foreign language takes part. It will discuss some obstacles that frequently happen during the learning process and how to deal with the problems.



Picture 1. Countries Where English is an official language

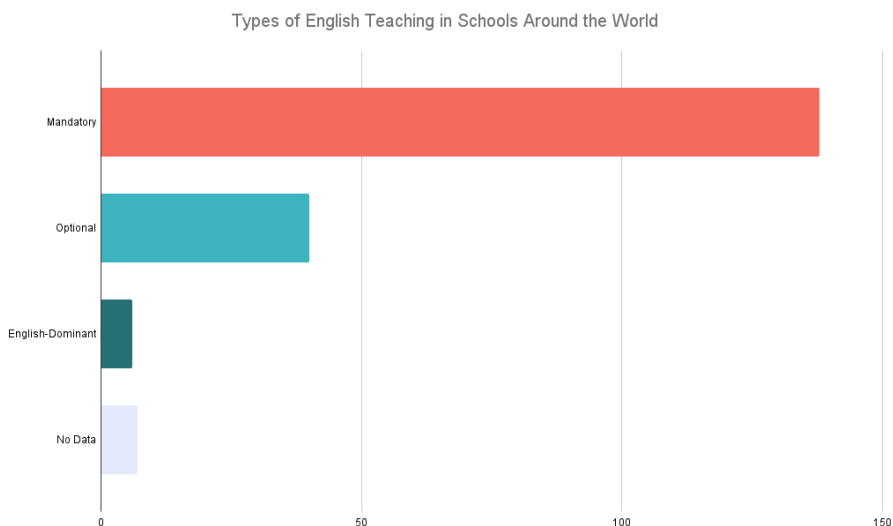
Sources: <https://public.flourish.studio/visualisation/7730324/>

English nowadays is spoken, learned, and comprehend even in countries where English is not their L1. English usage is involved in many aspects such as business, education, technology, and almost all aspects of today's humankind. English had spoken on the recent technology development or even on the most popular websites watched by thousands of audiences. English roles are prominent in modern communication. English also can adapt to the situation where the speaker lives, as a second language (ESL) or as a foreign language (EFL) with its characteristics that can adopt by the learners. Language is part of a culture that connected to our daily life. Language existence comes as humans communicate with others, sharing thoughts, developing ideas, or exchanging information. In communication, we frequently use more than one language when conveying utterances.

As Indonesian, English is not the L1. Indonesian learned English as a foreign language. It comes after Bahasa Indonesia, and the local language may vary from one place to another. EFL in Indonesia and their uniqueness comprehend two or more languages during their lifetime. When learning new languages learners' background knowledge is needed to figure out the target language. Somehow

learning a foreign language is complicated and often challenging (Stakanova, 2018). Learners have to deal with the foreign language parts that may differ from their L1. Learners need time to connect background knowledge on their L1 to the targeted language. Learners need more than imitate and reproduce the pattern to understand the new language. They should understand the language precisely. Learners have to learn some language parts to comprehend the targeted language. Grammar, Vocabulary, and Structures are the things that should be understood and applied in a real situation. Scrivener (2005) claimed that mastering language but never using it are nothing. The best way to comprehend language is by using it on daily.

The data from *preply.com* on the statistics about English position in academics show that English is mandatory in the school curriculums for 138 countries over the globe.



Picture 2. Type of English Teaching in Schools

Sources: <https://preply.com/wp-content/uploads/2021/11/Types-of-English-Teaching-in-Schools-Around-the-World.png>

English in Indonesia is introduced as a compulsory subject to teach at any school level. English teach to students starting in elementary school to the tertiary level. In other words, English teaching in the national curriculum for almost 12 years, yet the Indonesians are still not fluent in English.

7.2 Why does Indonesian be difficult to communicate in English?

EFL learners typically have limited time to practice English outside the classroom and minimum access to English native speakers. This fact requires suitable learning strategies. In addition, teaching spoken English requires interactive and applicable learning strategies to promote learners' motivation.

Most EFL in Indonesia has limited time in practicing spoken English. The situation draws on the current obstacle faced by the learner to deal with their learning environment that does not always speak English for communication. EFL can practice their speaking during school, or somehow in an English course. If they are willing to be fluent in their speaking, few of them might talk to their family, friends, or even stranger to help them acquire spoken English well. At home, they are not forced to speak English since their family mostly talked in Bahasa Indonesia.

English Language Teaching in Indonesia has focused on the student's understanding of the meaning rather than the context. Learners understand the language by memorizing them. For speaking, students had a conversation with their peers by remembering the words or phrases used in a particular situation. It works for a short period, but it does not go any longer. The way of teaching came as an obstacle since speaking is not taught by providing clear examples not just remembering the pattern of speaking. To figure out the existing problems, learners need to learn English with the proper strategy that supports their learning environment and motivation. Thus, the use of media to enhance speaking is necessary to boost the learner's motivation and provide a creative learning sphere that nurtures their curiosity.

7.3 Is that matter for Indonesian to master spoken English for communication?

Speaking plays a fundamental role in communication. Speaking is a skill that requires communicative competence, comprehension, fluency, accuracy, vocabulary, grammar, and pronunciation to generate proper communication. Speaking is the ability to express opinion, ideas, or thoughts orally; it consists of producing systematic verbal utterances to convey meaning to be understood by the people we are speaking with (Nunan, 2003). Moreover, Nuraini (2016) added when discussing speaking, talks about oral language acquisition should be mastered by the learners. Performing speaking means someone can communicate their ideas and thoughts clearly.

Speaking skills is fundamental both for ESL and EFL learners. Speaking is important for EFL learners since they require using a foreign language to help them practice their oral communication (Yusuf and Zuraini, 2016). EFL learners discover their speaking ability to help them understand the references, communicate with their friends and teachers, and practice their fluency to be confident. However, some factors may affect the process of understanding the speaking such as: learners' motivation and learning sphere.

Understanding the speaking means understanding how do they work in communication. Brown and Yule (1983) explained that there are two types of speaking categories, speaking as transactional focuses on conveying information, and speaking as interactional focuses on supporting social relations between others. However, mastering spoken English is considered difficult because that aspect is related to producing a series of words orally to convey an idea or message. The particular strategies for spoken English need to be mastered to avoid miscommunication.

7.4 How do involved in speaking as a part of communication?

In general, learners think that speaking is one of the most difficult skills considering the role of English as a foreign language. From an EFL perspective, a foreign language might differ from the native language. Oxford (1990) mentioned that spoken English is quite stressful for EFL learners. This situation is triggered by fear when learners are unable to avoid mistakes and lack vocabulary. Most learners believe when they are struggling to speak it can improve their fluency. The fact is that fluency in any language is accomplished after many hours of practice. It can say that learners can speak naturally in English, similar to them when speaking their native language. Communication takes place to express feelings, share ideas, exchange thoughts, promote new products, and vice versa.

The speech in communication is required to understand by both speakers to convey the message. Spoken English is powerful when it goes to daily communication. Mastering speaking skills is more than just theoretical things. The learners require to set their utterances to be spoken intrinsically. Using spoken English daily for EFL is an effective way to boost fluency. The fluency does not come in sudden. Getting started with fluency can provide opportunities to discover the EFL learner utterances in spoken English.

Learning to speak English fluently takes time and a good understanding of the language. When it comes naturally, the learners ease their process of learning the new language. Start by setting some short targets for spoken English that are more reliable and achievable for the output that supports their performance. As an example: Prepare weekly assignment group presentation. We can discuss with our partner to prepare the presentation. Once we have a clear target to achieve, the fluency will come as follows.

In the beginning, the aim of studying a foreign language must be clearly described to the learners. Most of them are passive in the activities because they do not engage in the learning. When the

learning objectives are unclear, they will struggle to achieve their learning objectives. Providing the learner with clear learning objectives and the learning benefits can boost their motivation. The learner needs to adjust their output of the learning.

The EFL learner also needs to build engagement during their learning. Learning engagement can adjust the students to get involved in activities that mostly lack creativity (Darsih and Asikin, 2020). Learning engagement aims to help learner connects with the activities. What learners study in a classroom should cover the experiences of their real life. Connecting learning activities to real-life experiences will affect their outputs. Small groups for speaking can help learners interact with their peers. They can also learn to know each other by asking questions related to their daily activities at home or school, then respond to others according to their perspective. Thus, it helps them become more fluent in demonstrating their spoken English.

Learning engagement is nurtured when the learner adjusts to the target they want to achieve such as working overseas for a big company, winning an opportunity to study abroad, or getting involved in worldwide work networking and collaborations.

Mastering spoken English opens up job opportunities and careers for the future. Research has depicted that having fluency in spoken English increases native language development. Some previous research found that students can develop their vocabularies and improve literacy through studying a foreign language. Zaremba (2006) conducted a study that showed that spoken English skills are put ahead of work experience, motivation, and academic qualifications as requirements for new job recruitment. The fact is that worldwide job soft skills require the employee to have fluency in English.

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CHAPTER 8

SPEAKING FOR FORMAL INTERACTIONS

By Hasriani G

8.1 Introduction

Language is a medium that can be represented as a bridge in communication. Because with the presence of language, communication can be established and all intents and purposes can be conveyed by speakers to the interlocutor such as information in the form of ideas, feelings, and messages. Based on this, it can be concluded that language has a very important role in everyday life as a medium of communication, especially English which is an international language. In this case, the role of English is very necessary both in mastering communication technology and in interacting directly, then English must be mastered both orally and in writing (Handayani, 2016).

In general, language is divided into two, namely, formal and informal language. The use of these two types of language is used based on certain situations. Every human being has its capabilities when using language in their lives, including when using these two types of language. Formal language is an official language that is standardized by rules or rules with a standard form, while informal language is a language that is not standardized and its use is not in official situations or it can be said that its application in everyday life is relaxed (Pratama, 2021).

According to Richards & Schmidt, formal language should be used in formal situations. Formal utterances that are spoken or formal language refer to our language commonly used in situations when the speaker is very careful with word choice, sentence structure, and pronunciation (Pratama, 2021). However, the use of formal language certainly reduces flexibility and spontaneity in producing language. Some norms reject the language used (Irvine, 1979). From this opinion, it means that when using formal language, there are certain rules or forms of language that are acceptable and there are also language rules that we cannot use in formal language.

Speaking skill is the ability to express opinions or thoughts and feelings to a person or group orally, either face to face or remotely. Speaking is a natural means of communication between members of society to express thoughts and as a form of social behavior. Speaking is one of the four language skills (Mufidah, 2017).

Speaking is related to oral communication where the speaker and listener exchange information and convey the message. Therefore, in communication, we do not only state a statement, but also reach the communicative goals of communication. Since English is a foreign language in Indonesia, it is quite difficult for students who learn English to communicate orally (Hasriani, 2019).

Formal English should be used in work and school settings, with people we don't want to know well and in other situations, we want to sound professional and polite. Of course, the line between formal and informal English is sometimes a bit blurry. The rules of formal language are not just avoiding harsh slang (although that is important). There are some English words that people may use frequently, without realizing that there are more formal alternatives.

8.2 Benefits of Formal English Speaking

Mastery of formal English, especially speaking, will be very useful in our lives. Here are some of the benefits of mastering formal English (Mittra and Muhlan, 2022):

8.2.1 Creating a great first impression

The ability to use formal language is sure to impress an English speaker, whether in an interview, first day of work, or any other formal moment.

8.2.2 Becoming more confident, diplomatic, and persuasive

When someone knows how to speak politely but firmly, he will be more comfortable playing the role of a native speaker and will be able to adjust naturally in many situations.

8.2.3 Making valuable connections in networking events

Speaking formal English makes it easier for someone to approach others and communicate clearly in professional situations.

8.2.4 Improving writing skills automatically

Job emails, cover letters, reports, or essays require formal English. If you speak formal English, your writing will automatically be better and more varied.

8.2.5 Delivering better speeches and presentations

Speaking formal English will help a speaker so that he will no longer be nervous about the conference and the audience will be interested in hearing what he has to say.

8.3 Rules of Formal English Speaking

Speaking formal English is not a new language or very different from the English we already know. The difference is only more "official" and grammatically correct. Most formal English only replaces common, everyday words with more formal ones. Knowing the right words for the right situations is a skill that all confident speakers master. We can do this also by slowly increasing the vocabulary.

Below are some formal alternatives to informal words that we may use frequently. They will then be shown formal alternatives to other types of words, both spoken and written.

8.3.1. Remember these formal alternatives to common informal words

The following are some of the most common formal/informal word pairs that we can consider.

1. Instead of *find out*, use *ascertain*.

"We need to *ascertain* who to speak with about this issue."

2. Instead of *sorry*, use *I apologize*.

"*I apologize* for the technical errors."

3. Instead of *show*, use *demonstrate*

"This report *demonstrates* the importance of widening our audience."

4. Instead of *I think*, use *In my opinion*

"In my opinion, the best course of action is..."

5. Instead of *pricey* or *costly*, use *expensive*.

"That shipping service may be too expensive for our budget."

6. Instead of *let*, use *permit* or *allow*.

"Would you allow me to sit at this table?"

8.3.2. Replace the informal plural with the formal ones

Avoid casual words like *tons*, *loads*, or *heaps*. Instead, we can use *many*, *much*, or *several*.

Informal: "I have *tons* of books on this topic at home."

Formal: "I have *several* books on this topic at home."

8.3.3 Use "*Could*" and "*May*" instead of informal modals

Modal verbs are a type of auxiliary verbs or "helper verb" that usually express permission, need, or possibility.

"Tim can direct the project"

Here, the word *can* is a modal verb indicating that Tim has permission to lead the project. In English, some modal verbs are considered more formal or polite than others. Here are the examples:

1. Instead of *can*, use *could*. This is very important when asking questions.

“We *could* make a reservation for your clients at the bistro.”

“*Could* I use your restroom, please?”

2. Instead of *might*, use *may*.

“I *may* schedule the meeting for Friday, depending on her schedule.”

May is also a formal alternative to *can* in a question or when asking for permission.

“*May* I use your restroom, please?”

“You *may* leave work early.”

8.3.4. Avoid abbreviations and short forms

Short and abbreviated forms are usually spelled in full in formal written English. For example, say cell phone or mobile phone instead of cell, examination instead of exam, television instead of telly or TV, and photograph for pic.

“Could you please repeat your *cell phone number*?”

“The date of the *examination* is March 23.”

“This *photograph* needs more editing before it is published.”

Say the full form of common abbreviations such as as soon as possible instead of typing ASAP, and congratulations instead of congrats.

“Could you send me the report *as soon as possible*? Thanks!”

“*Congratulations* on your new job, Tom! I am extremely proud of how far you have come.”

Developing a formal vocabulary does take time, but it is an exercise that will pay off. Learn and use a few words every day. If we practice formal English with friends and colleagues, we will be able to speak English fluently and confidently.

Vocabulary is one component that has an important role in mastering English, so without mastery of sufficient vocabulary, it can be difficult for someone to express his opinion and understand knowledge and material in English (Utami, 2018). The ability to distinguish the use of formal and informal vocabulary also needs to be a concern so that every English speaker can place the right English vocabulary when talking to other people, especially in formal interactions.

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CHAPTER 9

ENGLISH WRITING

By Rahmad Risan

9.1. Introduction

The study of English as a foreign language is inextricably linked to its macro abilities. Listening, speaking, reading, and writing are the four skills. All of those macro talents have their own set of challenges for pupils to master. According to (Raimes, 2002) writing is without a doubt the most challenging ability for L2 learners to master. However, turning a notion into a written language is a difficult task.

Every second/foreign language student wants to acquire and master writing as one of the most valuable and demanding language abilities. It is beneficial since it performs a variety of roles in our daily lives (personal, professional, and academic). It is difficult because the student writer must devote sufficient time and effort to fully develop and master this skill. That is to say, before beginning the writing process, the student must establish a number of sub-skills. "Learning to write in either a first or second language is one of the most difficult jobs that a learner faces, and one that only a few people can be claimed to fully master," writes Richards in (Babni, 2018).

White (1980) in Abdurrahmane claims that writing ability does not emerge organically. It requires education and exposure. Standard grammar, syntax, and vocabulary are required for writing. This makes this skill difficult not only for foreign language students, but also for native speakers of the language. Writing, according to Bowen et al. in Abdurrahmane (1985), is more of an individual effort while also being rule-bound and so more error-prone. The

writer is required to generate with 100 percent accuracy using a single model of spelling and a limited range of structures. S/he is also expected to maintain a consistent style, eliminate ambiguity, and limit redundancy by carefully organizing and writing. As a result, writing is the most demanding of the four language abilities, which is why it should be considered a separate ability that should be practiced at all levels (Babni, 2018).

9.2. Defenition of Writing

Writing, according to Cunningsworth in (Lisa, 2018), is the ability to produce something based on information and managing it in their own unique style. As a result, the information they get will be developed and built word by word based on their viewpoint. (Brown,2001), for example, emphasizes that the development of writing necessitates some questions, which distinguishes writing from oral creation. The questions indicated that it was about writing skills or strategies.

According to (Harmer, 2004), writing is a crucial communication skill that is designed to convey and develop ideas through written media, and it is one of four important language skills that has always been included in language instruction curricula. In writing, writers convey a concept or message in a form that the reader can easily comprehend.

According to (Brown, 2001), writing is the written product of thinking, drafting, and revising that requires specific skills in how to generate ideas, organize them coherently, use discourse markers and rhetorical conventions coherently into a written text, revise text for clearer meaning, edit text for proper grammar, and produce a final product. In other words, when writing a piece of written material, intelligence becomes a critical prerequisite. By acquiring this skill, students should be able to write good compositions.

Writing is used to express thoughts, ideas, and facts in a clear and concise manner. Students must master the art of effective writing, which is necessary for academic and professional success. All students require good writing abilities in order to complete their

school and employment requirements. The following are some of the reasons why writing skills are so important:

- 1) To create technical documents, research papers and provide accurate facts and data.
- 2) In the job search and hiring process.
- 3) To prepare presentations and reports, among other things
- 4) To improve communication abilities
- 5) For improving creativity and discovery, as well as for self-awareness

The most significant means of personal expression is writing. "Students and their teachers are discovering that writing can be a powerful tool of making sense of experience and generating meaning," (R. Indrisano and J.R. Squire, 2014) in Abdulhalim added. Is it possible to teach pupils how to use writing to think, understand, and learn?" Everything teachers do in English classrooms is aimed at helping students improve their writing and speaking skills. Students must be able to communicate verbally and in writing.

Writing is defined by (Behrens, et al, 1999) as a process or activity that involves marking letters or numbers on paper so that others can read them. In contrast to Behrens, (Kroma, 1988) and (Byrne, 2001), in Nurbaya defined writing as the expression of the writer's idea through the production of graphic symbols to form words, words to sentences, sentences to paragraphs on paper so that the reader may understand what the writer means. In the same vein, Byrne adds that the most important aspect of writing is how to make communication successful, which means that it must be legible and clear to the reader.

9.3. Form of Writing

Narration, description, exposition, and argumentation are the four types of writing identified by (Wishon and Burks, 1980).

- 1) Narration

Narration is a type of writing that is used to tell the story of acts or events. It arranges events in time and describes what happened in accordance with natural time sequences. Narration includes short stories, novels, and new stories, as well as a significant portion of our daily social interaction in the form of letters and conversation..

2) Description

The way objects look, smell, taste, feel, or sound is reproduced through description. It can also elicit emotions like joy, loneliness, or dread. It's used to make a visual representation of individuals, places, and even time units like days, hours, and seasons. It can be used to describe more than just a person's appearance. It could reveal information about their personality or character qualities..

3) Exposition

Exposition is a technique for conveying information, explaining concepts, and understanding meanings. It contains editorials, essays, and educational and informational content. Exposition provides support and illustration when used in conjunction with narrative. It can be used as an essay without the narrative. Exposition can be built in a variety of methods, either alone or in conjunction with narrative: (a) The procedure. Exposition can be used to describe a process, such as how something is manufactured or completed. Definition (b) Another type of exposition is an explanation of what a word or term means. A statement is the most basic form, and this also applies to dictionary definitions. (c) Evaluation. It separates a subject into sections and investigates each one. (d) Criticism. It entails a process of assessing and weighing strengths and shortcomings.

4) Argumentation

Persuasion and persuasion require argumentation. It is closely connected to exposition and is frequently used together. Making a case or proving or disproving a statement or proposition is the goal. It may give arguments to persuade the reader to accept a particular notion or viewpoint.

9.4. Component of Writing

The ability to write well can be broken down into groups and talents. Component writing was split into five categories by (Heaton, 1988). They are grammar, mechanics, vocabulary, content and organization.

1) Grammar

Grammar concerns concerning the ability to compose proper and correct sentences The writer must pay close attention to prepositions, tenses, and the use of verbs, nouns, adjectives, as well as conjunctions and articles. It is critical for the writer to clarify the correct usage of point grammar because the reader would struggle to understand it. It has a significant impact, so we must reread and revise what we have written..

2) Mechanics

It is associated with the capacity to correctly employ words in written language, such as capitalization, punctuation, and spelling. It is critical to lead the readers to realize or identify what the writer is attempting to say. The application of favorable mechanics in writing will make it easier for the group to deliver thoughts or messages of writing to the audience. The following is an explanation: a) capitalization, capitalization can help to clarify concepts. If the sentences are not capitalized correctly, there will be ambiguity and confusion. It also aids in distinguishing between sentences. The following words are capitalized at the start: people's names, organization names, and the first and last words of the title. b) Correct punctuation. Punctuation can assist

readers in determining what should be considered a unit of meaning and how the units of meaning relate to one another. c) Correct spelling. There are three laws to spelling; they are suffix addition, plural formation, and word change..

3) Content

Writing content is about the ability to think creatively and build ideas while avoiding all irrelevant information. The readers should understand. As a result, individuals can comprehend the messages and gain knowledge from them. Furthermore, the writing's material should be well-unified and complete, as unity and completeness are characteristics of good writing.

4) Vocabulary

Vocabulary is an important aspect of composition writing. To convey or write their views, writers must have a strong command of the English language. The appropriate use of words or vocabulary in writing must be related to the issue in order for the readers to perceive and feel it. Someone with a limited vocabulary will find it difficult to explain themselves, yet right words will assist authors in writing.

5) Organization

The ability to produce thoughts and topics that are significant in a united shape is referred to as organization. On the other hand, it is concerned with the manner in which writers order and organize their ideas or messages in writing. Coherence, order of importance, general to particular, specific to general, chronological order, and spatial pattern are all aspects of the organizational writing process.

9.5. The Stages of Writing Process

Writing is one of the English Competence for which a step or process is required. English skills, particularly writing skills, have a

technique that requires greater concentration than other skills. It is possible to say if the skill consists of numerous skills to build a writing item. The writing process can be divided into some stages: planning, drafting, revising, and editing (Seow, 1984).

a) Planning (Pre-Writing)

According to (Seow, 1984), pre-writing is a learning process that prepares students to write. As a result, as a teacher, you should provide incentive so that the pupils' ideas are stimulated to generate a written text. In this situation, the researcher also provided numerous aspects found in pre-writing. Group brainstorming, clustering, quick free writing, and wh-questions might all be expanded upon. These pre-writing elements were designed to encourage students to think about what they wished to write about. The wh-questions were the most significant of these parts. This aspect served the purpose of allowing pupils to ask questions and the teacher to assess their comprehension.

b) Drafting

Drafting was the next step following pre-writing. This section focused on gathering ideas for what topic the students wished to write about. The drafting process is specialized by students in order for them to concentrate and become fluent in writing. Furthermore, it is grammatically correct or faultless. The writer's ability to express an audience via superb writing was crucial. On the other hand, the writer should think about the genre of writing (narrative, expository, or argumentative), and a beginning statement to pique the reader's interest, a short summary, a provocative question, a broad statement, an analogy, a stated purpose, and so on.

c) Responding

Responding to the students' task or assignment is one approach to commend their work. As English teachers, especially those who teach writing, the teacher should

respond once the students have completed a writing draft. It is possible that the kids require suggestions and correction. Replying means that the teacher delivers a quick response or reaction to the pupils' draft, which can be provided orally or spoken. Based on the explanation above, it is possible to conclude that before the instructor revises the students' work, she should answer so that the students know if the draft is already clear..

d) Revising

According to Linse, edited by Nunan (2005:107), the goal of editing is to teach students how to make their written work interesting and intelligible to the reader. The report should include suggestions that will help the pupils develop. Other scientists, such as Richards and Renandya (2002:317), believe that if students study the texts after receiving feedback from the teacher, they will learn more. If the texts contained a transmitted meaning to the reader, the teacher was required to review them. Revising meant not only checking for language errors, but also organizing the content and concepts.

e) Editing

There are numerous parts to the writing process rule. Following the teacher's revision of the students' work, the next step is editing. According to the scientist Linse, published by Nunan (2005:109), students must know how to construct written text based on the traditional traditions of mechanics' aspect. From the teacher's perspective, fixing their own errors is a dilemma in this scenario. The term "dilemma" may be inferred if the teacher is required to pay more regard to the student's work fairly..

According to (Seow, 1984) edited by Richards and Renandya, during this stage, students are busy with cleaning up their works as they prepare the final manuscript for assessment by the instructor. Syntax, mechanics, diction,

sentence structure, and accuracy were all considered. They also argue that formal editing is done without interfering with the free flow of ideas during the drafting and revising process..

f) Evaluating

Evaluating the students' work is one of the final steps in the writing process. The teacher made comments to the kids so that they recognized what they had done wrong. According to Richards and Renandya (2002:319), when grading student writing, the score can be analytical or inclusive and is focused on individual components of writing talent as well as the overall perception of efficiency. Although the inquiry should be identified to the student in enhancement, the function above is to make effective. As a result, the teacher had to evaluate several criteria for grading, as mentioned in the preceding paragraph, is about editing.

g) Post-Writing

The final stage of the writing process is post-writing. According to Richards and Renandya (2002:319), post-writing consists of publishing, sharing, reading aloud, adapting texts for theatrical performances, or showing words on board. This final phase was used to recognize the students' work, and the items in this step might be utilized as a motivation for writing in order to eliminate the students' justifications for not writing.

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CHAPTER X

LISTENING

By Wirda Ningsih, S.Pd, M.Pd

10.1 Nature of Listening

Linguists define listening in a variety of ways. Listening is a difficult talent to master. Language understanding is required for the listening process. Listening is an active activity of recognizing and creating meaning from a stream of sound rather than a passive approach. It is determined by one's knowledge of a language's phonological, grammatical, lexical, and cultural systems. Additionally, listening can obtain information from what the speaker says. The capacity to grasp the meaning of words, pronunciation and linguistic structures is also connected to listening skills.

The capacity to comprehend and grasp what others are saying is referred to as listening. Understanding a speaker's accent or pronunciation, grammar, and vocabulary is necessary to decipher his meaning. This talent contributes to the advancement of English and the ability to listen to the English teacher (Yavuz *et al.*, 2015). Furthermore, listening is the technique of receiving records, after which the listener can respond accurately. The listener, not the handiest, gets the know-how and acknowledges the speaker's feelings and empathy. Listening is a method that consists of hearing what the speaker utters, growing and giving represents, which means recognizing meaning from what we hear, and reacting and generating that means thru engagement, creativity, and empathy (Carter and Nunan, 2001). It implies that the listener should be active and imaginative to comprehend a topic. He or she should be able to absorb, process, and portray the speaker's message. The message received must not be misinterpreted by the listener. If a listener has strong listening skills, he or she should be able to reply to the speaker's remark. The listening action facilitates the process of knowledge development. Listening helps with speaking and all

other language abilities. Listening is the technique of acquiring the language. It provides the student with information to gain the knowledge required to use the language. When the student has accumulated this information, he or she will be able to talk. The listening-only stage is a period of observation and learning that serves as the foundation for all other language skills (Nation and Jonathan Newton, 2009).

Listening is confirmed as a parallel version. Numerous tactics can be connected. Listening is a style of successive, overlapping, or parallel orientations. In keeping with the model, the listening comprehension manner includes responsive attitude (having obtained whatever the speaker indeed states), useful notion (establishing and expressing purpose), interactive perspective (trying to negotiate that means with the speaker and replying), and transformative belief as creating meaning through involvement, imagination, and empathy (Rost, 2012). If ant to employ thorough listening and achieve knowledge, the listener should first have sufficient vocabulary and language abilities. As a result, using too sophisticated language or technical jargon is probably a barrier to finishing listening. Comprehensive listening is hampered further by men and women paying attention to the same aspect who may interpret the message differently. This difficulty is exacerbated in a collection context, including a schoolroom or commercial enterprise conference, while many extraordinary interpretations might be taken from what is said. Sub-messages from the nonverbal conversation, such as tone of voice, gestures, and other body languages, supplement comprehensive listening.

Listening is a difficult skill to master. Additionally, listening can obtain information from what the speaker says. Listening is the ability to detect and comprehend what others are saying. It implies that the listener should be active and imaginative to comprehend a topic. The listening action facilitates the process of knowledge development. Listening is demonstrated as a parallel model. Several processes are linked to one another.

10.2 Element of Listening skill

Listening consists of two components: macro and micro abilities, which cannot be separated. Macro abilities are easy to grasp since they simply suggest understanding what is spoken. On the other hand, micro-skills are a little more difficult to grasp since we must consider factors like language choice, tone, attitude, deeper meanings, and more. Richards describes the macro and micro abilities necessary in a regular conversation and an academic discourse (Jansen, 1998).

1. Macro ability

Listening refers to comprehending what others say to us necessitates micro-skills. The listener must maintain vocabulary words in selective memory, recognize the difference for both distinct sound waves in the new word, and acknowledge stress and rhythm designs, tone patterns, and utterance contours. It is needed to understand the reduced form of a word, distinguish the meaning of a word, understand typical meaning patterns, understand diction, recognize critical terms, as well as those trying to identify concepts and issues, guess the meaning from the context, and identify statement components such as subject, verb, object.

2. Micro Ability

Micro ability in listening is distinguishing among tones, identifying the meaning of words, identifying linguistic classifications of sentences, and identifying utterances and sets of expressions. That function refers to words to create, connecting assessing to nonlinguistic and paralinguistic indicators, using background analytics to guide and verify meaning, and reliving essential information and concepts.

10.3 Types of listening

While information is the way to convey what the listener wants to say is essential, understanding the way to listen using various listening capabilities is essential for verbal exchange. It allows the listener to no longer only recognize information on many tiers, but it could additionally help the listener that listening entails more significant than simply hearing. It is also a great deal more than hearing what others are pronouncing.

It is one sort of listening, but it is not the only important one. Let us talk about the many sorts of listening and why it is essential for work and life. Listening skills are classified into five categories ;informational Listening, relational Listening, appreciative Listening, critical Listening, and discriminative Listening (Kline, 1996) They are;

1. Informational Listening

It is engaged in informational listening if the listener concentrates on analyzing anything. that is true in many traditional settings, such as school and employment, while the listener listens to the information, watches a documentary, when a chum teaches the listener a recipe, or while are walked via a technical difficulty with a laptop. There are numerous extra examples of informative listening.

Although all sorts of hearing are 'active,' they all need recognition and a conscious effort to understand. Many different varieties of hearing are more active than informational listening. When we listen to examine or be told, we absorb new data and records instead of criticizing or analyzing them.

2. Relational Listening

Relational listening aims to either help a character or strengthen interpersonal relationships. Healing listening is a unique form of interaction. it is far particular beneficial at the same time as being attentive to friends or

associates and supplying them a chance to "get matters off their chests." Behaviors are essential for a hit partnership. Attending, helping, and empathizing are all examples of listening.

It is also called therapeutic listening, which brings to mind the conditions of a person. Behaviors are critical to an effective relationship. A lot has been stated approximately the importance of the listener is focusing on the speaker. Many responses have a terrible or nonsupportive effect, for instance, interrupting the different speaker person. Giving advice and attempting to control are needed here. The incredible reaction is silence. What is empathy? It is not sympathy that's a feeling for or about some other. Neither is it apathy; that is a loss of feeling. Empathy is feeling and thinking with another person. The caring, empathic listener is ready—empathic listener. The listener is gaining knowledge of more significance than you need to know. Empathic behavior can be discovered.

3. Appreciative Listening

Appreciative listening is a sort of listening conduct wherein the listener seeks detailed statistics to satisfy his or her desires and goals. While listener pays attention to appreciation are also listening for pleasure. Recollect the tune listener pays attention to. The track is commonly something the listeners listen to because they recognize it. While a person is speaking, the identical may be proper about appreciative listening. Examples of popular types of appreciative listening are sermons from locations of religion, motivating speeches via men and women we recognize or maintain in high esteem or even standup comedians who make us giggle.

4. Critical Listening

While the cause is to observe or scrutinize what is being stated, we are said to be engaged in critical listening. Essential listening is an appreciably greater energetic conduct than informative listening, and it frequently entails some problem fixing or choice making. Essential listening is much like essential reading in that each requires an exam of the cloth heard and alignment with what we already realize or think. While informative listening is focused on obtaining information and new information, critical listening is concerned with studying opinions and a person's decisions.

While the listeners operate the word 'crucial' to describe listening, studying, or questioning, it does not always indicate which you are arguing that the fabric you are hearing is inaccurate or wrong. vital listening additionally entails actively participating in what a person is listening to through asking him self questions such, 'what is the speaker trying to mention?' or 'what is the important argument being offered?' or 'how does what I am listening to vary from my views, information, or opinion?' As a result, essential listening is essential for significant learning.

A number of the judgments we make on a day-by-day foundation are primarily based on a few 'crucial' analyses, whether or not it be crucial listening, studying, or idea. Our evaluations, values, and beliefs are based on our capability to procedure facts, shape our emotions about the arena around us, and weigh the professionals and cons so that we will make a knowledgeable selection.

It is essential to have honest thoughts and avoid being swayed via prejudices or earlier notions when listening severely. A person turns into a higher listener because of this and widens a person's know-how and examines different people and their relationships.

5. Discriminative Listening

The last type of listening is discriminative listening via being sensitive to changes inside the speaker's fee and detecting variations between sounds made. She has a present for discriminating and making use of. What she hears in relationship listening.

10.4 Listening Difficulties

Several studies have been conducted on the listening challenges students encounter in the context of English as a foreign language acquisition. Several elements of listening were explicitly explored. The listening issue is a few problems that listeners face in terms of listening capabilities: less vocabulary and less grammar information, length of spoken text, and unusual subject matter. It is also the inability to focus, anxiousness, lack of interest, and other factors such as accents, lousy pronunciation, low-quality tapes or C.D.s, and failure to employ a listening approach and focus (R. Maulida, 2018).

Every other examination was carried out to find out the listening difficulties. There are four elements causing listeners' problems in gaining knowledge of and doing listening: limited time is given to analyze a listening talent, unavailability of listening facilities, contributed listeners' problems in listening studying. It also causes accessories, noise, delivery rate, pronunciation, and intonation (Hamouda, 2013). Most of the listeners face the listening difficulties such as;

1. Unfamiliar words

The listeners mostly find terms are the most typical source of the difficulty. While listening to the audio, they discovered strange terms that they did not understand. Some words in the songs and movies are usually made up of new terms that the listener had never heard before.

2. The speed of Speech

Any other problem is that most listeners sense tough on the speaker's speech rate. On occasion, it is too quick. It jumps to the following segment when the listener is considering the previous one, and then if the speaker talks too quickly, he gets confused.

3. Accent

Accent also matters to the listeners in listening comprehension. Most of them sense tough if they concentrate on the speaker who speaks with a strange accent. Many listeners found that British is the pretty strange accent, so it is pretty tricky to apprehend."

4. Unclear pronunciation

every other difficulty located with the aid of the listener is the unclear pronunciation of the speaker. The listening material is not using audio from the local speaker, but they created the listening materials by a local speaker. It virtually will become trouble for because instructors it does not pronounce correctly.

5. Recording quality

Except for those problems, there is every other hassle from the listener's external. It is a terrible quality recording. Most of the listeners believe that the quality of the recording material also influences their listening comprehension. They experience difficulty if the quality of the recording is terrible.

6. Inadequate facilities in listening classes

further, colleges have inadequate facilities in listening classes. Most listeners stated that due to the listening interest, the teacher commonly borrows college students' mobile phones to get the material and join it

with the speaker. So, the sound is not apparent during the listening class.

Various things influence listening issues. The factor of listening difficulties are:

1. Background knowledge

The primary thing of the problem is the background of knowledge. Someone can recognize something if they have prior knowledge about the matter. It affects Listeners who no longer have any background information to face the problems.

2. Lack of practices

The listeners felt hard to listen because they are lazy to practice. They only do the listening sports in college without practicing it at home or in different places. Some of them also stated that their teacher seldom gives more practice. The teacher does not take direct cognizance of the listening ability.

3. Environment noise

The ultimate element stated with the aid of the listener is environmental noise. The college has many students in it, and the homes are attached. It may be an element of the listeners' listening difficulties.

It can be visible from the solutions above that the factors of the listener's listening difficulties are background knowledge, less practice, and environmental noise. The primary essential hassle is related to the context. The listener feels hard when they concentrate on the materials due to horrific situations resulting from noise or inadequate high-quality recording player. The listeners cannot comprehend their listening material because of the environmental barrier. Moreover, many college students strongly agree that if uncertain sounds of a bad Cdplayer interfere with their listening comprehension(Goh, 2000).

The surprising vocabulary might impede students in knowledge the listening textual content. Furthermore, the usage of random words within the textual content that listeners do not realize can make listeners forestall and supposed to understand. They found in the listening difficulties managing the pronunciation, unclear speech by using instructors also posed difficulty for the listener.

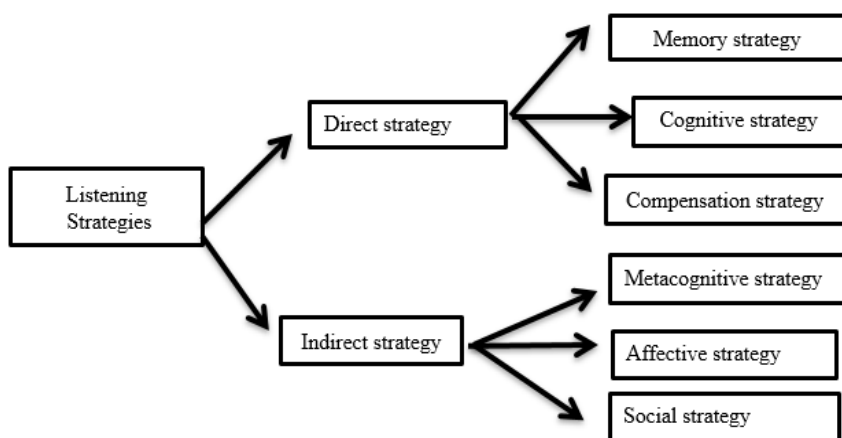
Before the listener starts to recognize the word pronunciation, it is beneficial to pay attention to the English language as a lot as possible. Podcasts, films, or audiobooks are correct and unique sources that will let him/her develop a sense of the sound, rhythm, and intonation of spoken language. When memorizing new words and phrases, try always to find out how they are said in an equal time. It will assist a person to bear in mind the vocabulary later additionally. Listeners are not sure how to pronounce something, look it up in a web dictionary or download a dictionary app on a person's cellphone or tablet.

8.5 Listening Strategies

Over the last two decades, the skills underlying listening have emerged as more defined, and strategies contributing to powerful listening at the moment are better understood (Rost, 2012). An approach-primarily based approach teaches newbies how to pay attention efficaciously by instructing them in the use of strategies" (Mendelsohn and Rubin, 1995). Mendelsohn (1995) argues that a strategy-primarily based approach toward coaching listening advantages several ways. First of all, it helps listeners pay attention more efficiently. Studies have shown that good listeners use a diffusion of metacognitive, cognitive, social, and practical techniques, and approach practice does help improve listening comprehension (Cohen, 1996). The underlying premise became that if one may want to become aware of the techniques followed through accurate language listening, these more excellent powerful listeners could be extra able to manage language learning demands. There have been some criticisms of this matter. Bialystok argued

that "the human capacity to comprise varieties of thought or ideas that are greatly one-of-a-kind from present enjoy appears to be significantly restrained"(Bialystok, 1985). A few people asserted that listeners need not study L2 repayment techniques because they already had them in their Ll. The research on foreign language approach education has not been explicitly encouraging in its results. In this section, listening approach kinds and research conducted on listening approaches could be handled one after the other.

Oxford's (1990) categorizing listening strategy is followed for its organizational functions in discussing listening strategy sorts. Oxford's (1990) taxonomy for listening strategy offers a comprehensive theory approximately how a listener observes the method to listen effectively. In keeping with Oxford (1990), there are two widespread listening techniques: direct strategies and indirect strategies.



Histogram II.1
The kind of listening strategy
 (Oxford, 1990: 17)

1. Direct Listening Strategies

There are three kinds of direct listening strategies. They are Memory, Cognitive and Compensation Strategies (Oxford, 1990).

A. Memory Strategies

Memory strategies help the learner store new information in memory and retrieve it later. They are mainly said to be helpful in vocabulary learning, "the most sizeable and unmanageable component in learning any language. Memory strategies help listeners (i.e., students who are learning listening skills in a foreign language) by making them store verbal material and then retrieve it when needed for communication. Arranging things in order, making associations, and reviewing are elementary principles of memory strategies. These principles all involve meaning. Creating mental linkage, applying images and sounds, reviewing well, and employing action are sole strategies that help learners store in memory the essential things they hear in the new language, thus enlarging their knowledge base.

B. Cognitive Strategies

The second groups of direct strategies are the cognitive listening strategies. Cognitive strategies are the most common type of strategies used by learners. Cognitive listening strategies can be categorized under four sets: practicing, receiving and sending messages, analyzing and reasoning, and creating a structure for input and output.

C. Compensation Strategies

Compensatory strategies help the language learners to gain and sort of their knowledge while listening something. It is necessary if they can not

understand listening material or they cannot get all the word clearly.

If used effectively, compensatory strategies can help learners overcome knowledge limitations when they do not hear something clearly or cannot catch all the words. They are also helpful when learners face a situation in which the meaning is only implicit or intentionally vague. When learners are confronted with unknown expressions or words, they can use a variety of clues to guess the meaning of those expressions or words. Therefore, Oxford (1990) considers these strategies as the tools for 'guessing intelligently' because listeners do not have to recognize and understand every word as long as they can guess 'systematically' by using clues.

2. Indirect Listening Strategies

There are three kinds of indirect listening strategies. They are Metacognitive, Affective, and Social Strategies (Oxford, 1990).

A. Metacognitive Strategies

Metacognitive strategies related to comprehend the listening material and activities which engaging someone's perception to improve someone's listening comprehension level. Metacognitive strategy is more than cognitive attachment and contribute a meaningful language learning process. It acknowledges the listeners to deal with their cognition in the language learning process. It also helps them to focusing, arranging, planning, and evaluating their improvements. This strategy particularly makes listeners who develop their listening skill to enrich their learning experiences. It is conducted in before listening process, while listening process, and after listening process. The process also develops the language learning awareness in

Listening. Metacognitive strategies consist of learning, arranging and planning, and evaluating.

B. Affective Strategies

Affective strategy is challenging because it is related to the language learning psychology. It brings the language learner's attitude as self-esteem, habit, motivation, anxiety, culture issue, inhibition, risk-taking, and patience of ambiguity. It brings the influences on the learning process. Oxford (1990:140) claims that "the affective side of the learner is probably one of the very biggest strategy determinants of the students' success in language learning process." The language learners must have capability to control his emotions and attitudes toward the learning process. This ability would bring positive effect on the language learning process. The attitude will bring joy in learning process. It is effective to increase the motivation. It is also reducing the negative feelings. The successful language learners need to control their feeling and attitude during learning process. Most of the learner who have good knowledge and language competence have a problem in completing the listening task. It might happen if the text is offensive based on their culture, even they can understand the listening text well. They can not perform their ability caused the failure of emotional control. The factors are accomplished through the manipulation of affective strategies. Affective strategies consist of dealing with anxiety, encouraging oneself, and taking one's emotional temperature.

C. Social Strategies

Language is related to social behavior, it is also involves interaction between and among people orally. The ability to mingle with the group of people can

develop through some appropriate strategies in order that to share the ideas and help in learning process. Social listening strategies ensure the language learner to connect each other by applying social strategies such as asking questions (i.e., asking for clarification or verification), collaborating with peer and teacher, and giving empathy to others. This strategy is essential to help the language learner engage the language based on the context of communication.

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CHAPTER XI

TRANSLATION AND INTERPRETING

By Stefanus Igolois G. Uran, S.Pd., M.Ed

11.1 Introduction to Translation and Interpreting

Translation has come to be worthwhile to examine in its social and cultural context as linguistic theories of translation have been broadened, augmented, and even superseded by cultural ones. This "cultural revolution" in translation studies (Wang and Munday, 2021; Woodsworth, 1995, pp. 11–12), has paved the way for translation histories, which show how translation operations are related to intellectual, religious, or ideological agendas as the key historical events or movements.

The number of publications on translation and interpretation has increased dramatically during the previous few decades. Recently, most texts on translation and interpreting have been 'philosophical,' focusing on concepts like translatability, fidelity, and the role of translation in literature and culture (Gile, 2009). However, an increasing proportion of texts on translation and interpretation are becoming technical and specific, focusing on linguistic, psycholinguistic, terminological, and professional issues.

The translation terminology itself refers to the substitution of textual content or the transfer of thought and ideas from one language (Source Language or SL) to another language (Target Language or TL) (Brislin, 1976; Catford, 1965). This replacement of textual representation should be equivalent between SL and TL (Bell, 1991). According to Nida and Taber (1982), "translation consists of replicating the closest natural counterpart of the source language message into the receptor language, both in terms of meaning and style."

Many other linguists have provided more definitions; nonetheless, all scientists appear to incorporate certain common elements in their formulations. The first is the concept or message, followed by the symbol or language (SL and TL), and finally, the process or activity. In essence, translation relates to the course of action to transfer ideas or messages from one language to another, encompassing all associated aspects such as linguistic system, form, culture, emotion, sentiment, etcetera, depending on the goal and context of the activity.

On the other hand, interpreting is a relatively recent field of study that is all too frequently lumped together with translating. Many translator associations, for example, include interpreters—many translators do some interpreting as well. Of course, there is some crossover between the two fields that are substantially similar but so unlike. All of this has resulted in a perplexing scenario where interpreting is still in the process of establishing itself as a discipline in its own right. The general population is perplexed about what interpreting entails (Phelan, 2001, p. xiii).

In this chapter, the writer is concerned about the types and functions of translation and interpreting, the issues experienced while translating and interpreting (English vs. Indonesian), and briefly discusses the multimodality notion in translation studies. Meifang and Dezheng (2021) argue that discourse analyses now include texts, paratexts, and visuals, as translation and interpretation studies do. As a result, multimodality is becoming increasingly important in linguistics, discourse analysis, and translation studies. Although this piece of writing is not designed to give thorough information on translation and interpreting pedagogically, it intends to provide some insights into beginner students interested in studying translation for the introductory.

11.2 The Types and Roles of Translation and Interpreting

Based on the categories they represent, translation and interpreting play important roles. In general, they are the key to unlocking the knowledge vault that resides beyond time and space. That indicates that translation enables individuals to study or learn about anything, even if it is from ancient times or another country. Furthermore, they improve language learning (teaching method). When teaching and studying a foreign language, a teacher would commonly attempt to test pupils' understanding by translating to and from the learned foreign language. Finally, translation is concerned with research. A researcher will use translation while investigating people from different languages or cultural backgrounds.

The following types of translation are compiled by several language scientists ("51 common types, methods and techniques of translation," n.d.; Bell, 1991; Brislin, 1976; Dodd, 2012; Gile, 2009; Kruger et al., 2011; Laver and Mason, 2018; Nababan, 1999; Newmark, 1998), classifying translation based on the technique and method used. Some of them are briefly presented, followed by English-Indonesian examples.

a. Word-for-Word Translation

This form of translation rigidly adheres to the SL's most common meaning and word order. The translator only attempts to determine the equivalent meaning of the word in the SL without modifying the word order, language grammar and syntax, and the context in the TL. An example from English to Indonesian is *Two-thirds of the students are interested in studying English* (*Dua ketiga dari itu siswa-siswa adalah tertarik dalam mempelajari Inggris*). Without reading the original English sentence, we find it difficult to understand the sentence's meaning in Indonesian. The correct translation should be *Dua per tiga jumlah para siswa tertarik belajar Bahasa Inggris*.

b. Free Translation

Translating the meaning/message and the effect implied by the SL is known as free translation (meaning-based translation). In this type, the translator attempts to deduce the meaning from the context (paragraph or discourse-based). Idiomatic expressions are frequently translated without restrictions on grammatical construction or word choices. The translated text is frequently paraphrased and shorter. For example, *Killing two birds with one stone* (*Sambil menyelam minum air* OR *Sekali mendayung dua tiga pulau terlampaui*).

c. Literal Translation

This sort of translation falls somewhere between word-for-word and free translation. This translation is typically used when the SL grammatical system differs from the TL. Words are translated independently and out of context again, but the word order modifies to the TL's closest acceptable grammatical structure. The table quoted from (Nababan, 1999) below demonstrates the distinctions between the three forms of translation of '*His heart is in the right place*' to Indonesian.

Word-for-word Translation	Literal Translation	Free Translation
<i>Kepunyaannya hati adalah dalam itu benar tempat.</i>	<i>Hatinya berada di tempat yang benar.</i>	<i>Dia baik hati.</i>

Table 1. Comparison among three forms of translation

d. Dynamic Translation

This type translates the message of the SL into the TL as naturally as possible. In other words, this form of translation focuses on the transmission of meaning/message depending on the TL's unique elements (lexical, syntactical, and cultural factors). For example, *The author has organized this book since 2021* (*Penulis telah menyusun – NOT – mengorganisasi – buku ini sejak tahun 2021*) or *Falling out*

from the frying pan into the fire (Sudah jatuh tertimpa tangga pula).

e. Pragmatic Translation

This method of translation emphasizes the accuracy of the information translated into the TL, regardless of elements of the original language version, such as styles and aesthetic forms. The translation of a technical document or instruction is an example of this type. For example, *For babies: after bathing, dust generously over the skin, taking special care where the skin folds and creases. Use after baby's bath and every change* (Untuk bayi: taburkan bedak pada seluruh permukaan kulit sehabis mandi, terutama pada bagian-bagian lipatan kulit. Gunakan pada setiap kali menggantikan popok dan setelah mandi).

f. Esthetic-Poetic Translation

This translation differs from pragmatic translation in that it emphasizes the effect, emotion, sentiment, and other aesthetic characteristics as well as the correctness of the material. Meaning and form are both crucial yet quite challenging in this type. This sort of translation is used to translate literary texts such as poetry, novels, songs, and so on. For example, *I am at the top of your admirers* (Saya sangat mengagumi anda/Saya adalah pengagum beratmu).

g. Ethnographic Translation

This form of translation explains the SL's and TL's cultural settings. A translator should have a suitable understanding of the way words are employed in this translation, as well as how the words fit into the cultures of both languages. For example, *Dad, you have promised to buy me a new motorcycle, haven't you?* (Papa, papa sudah janji belikan saya sepeda motor baru, bukan?).

h. Linguistic Translation

This sort of translation is primarily concerned with the equivalent meaning of the SL's and TL's constituent morphemes and grammatical structures. A translator is

required to know enough about deep structure to provide a suitable translation. Consider the following example.

Surface Structure	Deep Structure	TL Translation
<i>Jack is willing to help.</i>	<i>Jack is willing to help one.</i>	<i>Jack mau membantu orang.</i>
<i>Jack is difficult to help.</i>	<i>Jack is difficult for one to help.</i>	<i>Jack sulit (untuk) dibantu orang.</i>

Table 2. An example of linguistic translation

i. Communicative Translation

In this process of translation, important aspects such as SL and TL's culture, writer/author/speaker, translator, and the audience should be considered. This style attempts to convey the content and meaning of the text naturally and understandably. It is defined as reader-centered, producing the same impression on the reader as the original text. For example, *As white as snow* (*Seputih kapas*). To common people in Indonesia, *seputih kapas* (as white as cotton) is more communicative than *seputih salju* (as white as snow).

j. Semantic Translation

Like communicative translation, this type attempts to get the SL's contextual message/meaning as close to the TL's syntactic and semantic structure as feasible (Newmark, 1998, p. 46). Semantic translation, like author-focused translation, aims to transmit the correct meaning. It lays equal emphasis on aesthetics or the text's "sounds"—repetition, wordplay, assonance, and so on. Form is as crucial as content in this strategy, which aims to "recreate the precise flavor and tone of the original". For example,

Father: You must not go out this evening (*Kamu tidak boleh keluar malam ini*).

Son: Yes, Dad (*Ya, Papa*).

The meaning will be different if the son responds *Yes, Sir*.

In addition to the above types, translation businesses frequently identify the various purposes of translation based on the subject matter of the document. This is a good method of categorizing translation kinds since specialized writings typically demand translators with specialized skills. Here are the most common types of translation based on the technical field or subject area of the text.

a. General Translation

A general-purpose translation is a non-specialized text translation. Translators who exclusively conduct this type of translation are referred to as 'generalists' or 'non-specialists' in some fields. Examples are most business correspondence, website content, and non-technical reports.

b. Technical Translation

Technical translation refers generally to any translation in which the translator needs specialized expertise in some sector or area, specifically in engineering, ITs, and industrial texts. Technical translation needs an understanding of the text's expert subject or domain to fully comprehend the text and its ramifications. Manuals, specialized reports, and product brochures are some examples.

c. Scientific Translation

Scientific research or related documents always include domain-specific vocabulary and are frequently based on cutting-edge research. It is critical that the translator has the necessary field knowledge to fully comprehend the text as the professionally certified translators, or they may need to confer with the author or other domain specialists. Research papers and journal articles are some examples.

d. Medical Translation

It is the translation of documents related to healthcare, medical products, pharmaceuticals, and biotechnology. Medical translation includes patient information, regulatory, marketing, and technical publications. Medical reports, product instructions, labeling, and clinical trial paperwork are some examples.

e. Financial Translation

This translation generally refers to banking, stock market, currency, finance, and financial reporting papers. To accurately grasp and interpret the financial language in these materials, a translator should be an expert on the topic or need subject competence. Company accounts, yearly reports, fund or product prospectuses, and audit reports are some examples.

f. Economic Translation

This form of translation is sometimes used interchangeably with financial translations. At times, the term is used quite loosely to refer to any economic activity, mixing business/commercial, and some sorts of technical financial translations. More precisely, it is the translation of papers on the economy and the study of economics.

g. Legal or Juridical or Judicial Translation

It refers to the translation of legal and legal-related materials. It can also apply to translations requiring legal verification, certification, or notarization. Legal materials necessitate the use of legal translators to completely comprehend the ideas, legal writing style, and variations between legal systems. Professional-quality legal translations are accurate, terminologically correct, and stylistically suitable. Contracts, legal reports, judicial decisions, expert opinions, and legislation are some examples.

h. Patent Translation

It is a translation of papers on intellectual property and patents. Translators must comprehend what patents are and what they do, as well as their structure and important patent and trademark phrases and ideas (prior art, claims, etc.). Patent specifications, previous art materials, oppositions, and opinions are some examples.

i. Literary Translation

It entails the translation of literary works such as novels, short tales, plays, essays, and poetry. As the most demanding type of translation, the translator's goal is to capture the original's character, nuance, and impact — the core of what makes that work special. Literary translators must be gifted wordsmiths with strong creative writing abilities.

j. Commercial or Business Translation

This is a very broad, general translation type from the corporate world. It also encompasses more specialized forms of translation, such as legal, financial, and technical translation, as well as all types of more general business documents. Business letters, reports, marketing and promotional materials, and sales proposals are some examples.

k. Administrative Translation

It is a subset of Business/ Commercial Translations that translates papers related to company management and administration. These documents contain business and management jargon. Management proposals and reports are two examples.

l. Marketing Translation

It is the translation of advertising, marketing, and promotional materials. This is also a subcategory of business or commercial translations. As marketing text is intended to have a certain influence on the audience—to appeal and convince, the translators should be talented with a knack for creating convincing, effective material. Advertising, pamphlets, and some website or social media material are all examples.

Another classification of translation is based on the final result or application of the translation. This area is all about how the translation will be utilized or the finished result. The majority of these categories include altering or processing a completed translation in some way, as well as converting or merging it into

another program or format. Some are highly specialized and intricate. They are as follows:

a. Document or Text Translation

The translated textual document is the final product and requires no additional processing beyond standard formatting and layout.

b. Certified or Official Translation

It refers to the translation of "official" papers issued by foreign authorities and statements signed and dated by the translation company, optionally with their company seal or the translator's certification.

c. Software Localisation

It makes the program or product (messaging, user interface, or documentation) available in other languages and ensures a natural and successful user experience in various languages.

d. Game Localisation

It provides speakers of foreign languages with an interesting and enjoyable gaming experience while considering everything that would contradict the target culture's norms, sensibilities, and regulations.

e. Multimedia Localisation

This includes any voice and text appearing on screen, as well as graphics and animations on videos and movies, online presentations, and e-learning courses.

f. Script Translation

It is often longer and consumes more space/time on the video than the original script, may need to be synchronized with specific motions, animations, or text on the screen, and may be quite culturally distinctive, including humor, rituals, or activities that would work well in another language.

g. Voice-over and Dubbing Projects

It is the process of translating and recording scripts in different languages through script translation and audio production.

h. Subtitle Translation

It aims to provide subtitles (using special software) so that viewers can read comfortably in the time allotted while still following what is happening in the video.

i. Website Localisation

It is the translation and adaptation of pertinent website information for the foreign language edition to the target language and culture.

j. Transcreation

Transcreation develops a new message that elicits the necessary emotional reaction in culture while retaining the original's style and tone. It is a type of creative translation—combining "translation" and "creation." This necessitates copywriting abilities, cultural sensitivity, and a thorough understanding of the target market.

k. Audio Translation

It is the translation of any form of recorded content (interviews, product videos, police footage, and social media videos) into another language.

l. Translation with Desk Top Publishing

It is a form of translation that is embedded in graphic design files, including translation, typesetting, and output that need specialized knowledge and resources (software and fonts, typesetting experience, and an understanding of foreign language display standards and aesthetics).

In addition to translation, interpreting also has several types and roles. Interpreting is the translation by an interpreter of what is said into another language, to permit a speaker to communicate with people who do not understand the speaker's language. Some types of interpreting are as follows (Gile, 2009; Phelan, 2001).

a. Simultaneous interpretation

This interpretation takes place as the speaker is talking and provides a continuous translation that parallels the speaker's speech. Interpreters must process incoming information in one language and provide interpretation in another. They should be concerned with meaning rather than exact word equivalents. They should not sound boring or bored, nor should they speak too quickly.

b. Consecutive interpretation

The interpreting occurs when the speaker pauses to give the interpreter time to interpret everything said up to that point. The interpretation is a comprehensive portrayal of the original discourse in another language, not a summary. While some interpreters feel that the extra time allows them to think, the entire procedure may become exceedingly time-consuming. A question-and-answer session and a news conference could benefit from using consecutive interpreting.

c. Conference Interpreting

The application of consecutive or simultaneous interpreting at a conference or meeting is referred to as "Conference Interpreting". This type is now significantly more frequent and virtually solely utilized in international organizations through videoconference interpreting. The basic video conferencing equipment consists of cameras, codecs, monitors, microphones, equipment control pads at each site, and network services to connect the locations. It is the most prestigious and financially rewarding type of interpreting; therefore, many nations provide degrees or postgraduate qualifications in it.

d. Sight interpretation and translation

It happens when the interpreter translates written documents orally. Interpreters may need time to examine the document in detail prior to interpreting.

e. Whispered Interpretation

The interpreting is done by whispering (*chuchotage*) or speaking in hushed tones to a person or group who does not understand the source language. The interpreter listens to the speaker while simultaneously interpreting for the listener or listeners.

f. Bilateral or Liaison Interpreting

It is an ad hoc interpretation in which the interpreter uses two languages to interpret for two or more people. This kind of interpreting is still employed in casual settings, corporate meetings, and community interpreting. Bilateral interpreters may need to be assertive and exert control over how much and when their interlocutors say.

g. Telephone Interpreting

Telephone interpreting is bilateral interpreting in business, medical examinations, and even in some courts over the phone. Everything uttered is interpreted by the interpreter. It benefits from its availability from anywhere, at any time, and in a wide range of languages. It is clearly excellent for emergency circumstances and initial connections.

h. Sign Language Interpreting

Sign language interpreting is available for the deaf and those who cannot understand the original speech. Sign language employs hand, body gestures, and facial expressions.

i. Television Interpreting

Television programs and news, particularly interviews with foreign visitors (politicians, musicians, or athletes), feature simultaneous interpretation.

j. Wiretapping and Tape Transcription

To gather information on crimes and criminal groups, several law enforcement agencies use wiretaps to record conversations in private homes and on mobile phone lines and hire translators to transcribe and translate the content. This is a time-consuming and labor-intensive technique.

To conclude, speaking SL and TL fluently does not ensure that one will be a skilled translator or interpreter. To produce a good quality translation or interpretation, a translator or interpreter must master both languages, have adequate knowledge of the culture of the people speaking the SL and TL, understand the context/situation, have adequate knowledge of the subject/field, understand the written and oral forms of both languages, express ideas in the target language, and have special skills that can be gained through co-learning.

11.3 Encountered Problems during Translation and Interpreting

Translation Studies accepts translation as a trans-cultural enterprise that travels through languages and cultures, bringing about encounters between diverse values, opinions, and ideologies (Snell-Hornby, 2001; Tang, 2007). In other words, translation is the forcible replacement of the linguistic and cultural differences of the foreign text with a text that will be intelligible to the target-language reader (Venuti, 1995). This suggests that translation can be a source of conflict and misunderstanding. Some problems that occur may be lexical, grammatical, or cultural in nature. The following issues are based on the English-Indonesian translation.

1. Lexical Problems

This problem stems from the meaning distribution and transfer of individual words. One word in English may well have two or more meanings. As a result, translators, particularly beginners, frequently struggle with the selection of contextually acceptable English words equivalent to non-English languages, including Indonesian. For example, the word *glass* can mean different things according to the context; *she is wearing glasses* (*dia memakai kacamata*), *she breaks a glass* (*dia memecahkan gelas*), and *the door is made of glass* (*pintu itu terbuat dari kaca*).

The translators sometimes use a bilingual dictionary to search for the literal meaning of the English term equivalent

to the TL and then translate it directly without considering whether or not the translation makes sense in the TL context. For example, *Both speaking and writing are important* (*Baik berbicara maupun menulis penting*). It becomes an issue when translated as *Kedua-duanya berbicara dan menulis penting*.

2. Grammatical Problems

The grammatical issues in the translation or interpreting may relate to various aspects. Considering the difference between English and Indonesian grammar, those aspects may lay in sentence pattern and structure, tenses, word order, linking verb (to be), personal pronouns, plural form, relative clause, gerund, and passive construction, among others (Nababan, 1999).

Indonesian features both a subject-predicate and a topic-comment pattern. In contrast, English lacks a topic-comment structure. As a result, translators may fail to convey the Indonesian topic-comment format in English. For instance, *Uang saya banyak* (*I have a lot of money*), which is frequently translated as *My money is so much*. Furthermore, even skilled translators regularly find challenges when dealing with structurally ambiguous English sentences. For example, *John loves his wife and so do I* (*John mencintai istrinya dan saya juga mencintai istri saya* OR *John mencintai istrinya dan saya juga mencintai istrinya*).

Although there are no tenses in Indonesian, certain words reflect tenses/aspects, such as *sudah* for completed or perfect activity, *sedang* for continuous action, and *akan* for future action. As a result, translators may struggle to translate English sentences into Indonesian. For example, *John sold his second-hand laptop last month* (*John menjual laptop bekasnya bulan lalu* NOT *John SUDAH (perfect tense) menjual laptop bekasnya bulan lalu*). Word order is also an issue since, in English, the 'head' comes after the 'modifier,' whereas in Indonesian, the 'head' precedes the 'modifier.'

For example, *a glass window* (*sebuah jendela kaca*, NOT *sebuah kaca jendela*).

In addition to those, many translators struggle to translate relative clauses because they are complex phrases made up of a main clause and a subordinate clause. For example, *The chair which he broke is being repaired* (*Kursi yang dirusakinya sedang diperbaiki*, NOT *Kursi itu dirusakinya sedang diperbaiki*). Further, translators sometimes get confused with present participle and past participle although they both function as adjectives. For example, *He is confusing* (*Dia membingungkan*, NOT *Dia sedang bingung*) or *He is getting bored* (*Dia mulai bosan*, NEITHER *Dia membosankan* NOR *Dia dibosankan*).

Last but not least, Indonesian is a language that frequently uses the passive voice to express not only outcomes but also actions. This frequently causes issues in Indonesian-English translation. For instance, *Kuliah akan dimulai jam 07.00 pagi* (*The class will start at 7 a.m.* NOT *The class will be started at 7 a.m.*)

3. Cultural Problems

The concept of culture as a whole of information, expertise, and perception is central to the translation approach. If language is an intrinsic element of culture, the translator must not only be competent in two languages but also be familiar with two cultures. To put it another way, he must be bilingual and bicultural (Snell-Hornby, 2001, p. 42). In this sense, a translator has to master culture-specific words and expressions.

The meaning of a word is determined by the society in which it is used. In English, for example, the term “family” refers only to parents and children. Indonesian translators frequently translate it as *keluarga* even though the meaning of *keluarga* in Indonesian is more extended. Moreover, the cultural assumption maintained in the culture in which idioms, sayings, jargon, or proverbs are utilized determines their meaning. Because snow does not exist in Indonesia, as

white as snow is better translated as *seputih kapas*. Some translators translated it simply to *seputih salju* since they assumed the 'snow' was well-known. *I'm going bananas*, too, cannot be translated literally. In Indonesia, the closest natural equivalent is *Saya bosan*.

According to LeBaron (2003, pp. 117–134), cultural conflict management consists of four steps; naming, framing, blaming, and taming. The act of naming determines whether or not a conflict can be labeled as such and whether or not it is acknowledged. Framing refers to the delimitation of the form, site, and parties involved in a conflict. Blaming encompasses all approaches and decision-making processes that aid in the resolution of difficulties generated by such a disagreement. Taming denotes the resolution or eradication of a disagreement. This four-step strategy is useful in that it reminds us to check the cause of a disagreement before acting on it when it comes to cross-cultural transmission in translation.

11.4 Multimodal Approach in Translation and Interpreting

Various approaches to translation studies have emerged during the last few decades, including the contrastive linguistic approach, discourse analytical approaches, functionalist approaches, philosophical approaches, cultural approaches, and cognitive approaches. Although translation and interpreting involve not just language and texts but also visuals, gestures, voices, and music, very few translation academics focus on para-linguistic modes.

What is the para-linguistic mode or multimodality, and what does a multimodal approach entail? According to Kress (2010, p. 22), it is "representations in numerous modalities, each chosen from rhetorical features for its communicational potentials". Anyone dealing with multimodality must be clear about the theoretical framework they are using and make that viewpoint known. In other

words, scholars from various academic backgrounds may relate to various ideas and employ various theoretical frameworks. The term "multimodality" or "multimodal approach" is still relatively new in translation and translation studies; yet, its fundamental concept is comparable to that of "intersemiotic" translation, which was proposed over half a century ago by Roman Jakobson.

Jakobson (1959, as cited in Meifang & Dezheng, 2021, p. 2) divides translation into three categories based on semiotics: (1) intralingual translation, (2) interlingual translation, and (3) intersemiotic translation. His classifications and definitions "depend on semiotics, the general science of communication via signs and sign systems, of which language is simply one" (Malmkjaer 2011, as cited in Munday, 2012, p. 9). Intersemiotic translation, for example, occurs "when a written text is translated into a different modality, such as music, film, or painting" (Munday, 2012, p. 9). Furthermore, we may witness mixing codes, which are the product of intersemiotic translation, in our daily lives, such as in traffic signs and commercials.

According to Kress (2010, p. 54), "meaning in all of its expressions is of relevance to the social-semiotic theory; meaning emerges through social contexts and social interactions". Similarly, many translation scholars are concerned with the transfer of meaning from one set of linguistic signs to another, and they describe translation in semiotic terms as "an interpretation of verbal signs using some other language" (Jakobson, 1959, as cited in Meifang and Dezheng, 2021, p. 3; Wang and Munday, 2021). To conclude, translating or interpreting is a process of shifting meaning. It is transferred across and transported from mode to mode; from one modal ensemble to another.

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CHAPTER XII

TEACHING ENGLISH

By Andri Kurniawan

12.1 English As A Global Language

A language reaches a truly global status when the development of that language has specific roles recognized in each country. This is possible seems to state the obvious, but no, for ideas 'special roles' have many facets. Such a role will be clearly seen in a country where a large number of people speak the language as mother tongue. However the use of the mother tongue by itself cannot give the global status of the language. To achieve such a status, the language must be spoken by other people in countries around the world. They must decide to give it a special place in their community, even though they may have a little (or not) native speakers.

There are two main ways that can be done if you want a language to become a global language or to be the official language of a country, namely as follows:

1. A language can become the official language of a country, if the language is used as a medium of communication such as in government, courts, media, and the education system. In this case, it is important for people to master the language as early as possible in everyday life. It is often referred to as a 'second language' because it is considered a complement to the mother tongue.
2. A language can be made a priority in a country's foreign-language teaching, even though this language has no official status. It becomes the language which children are most likely to be taught when they arrive in school, and the one most available to adults who – for whatever reason – never learned it, or learned it badly, in their early educational years. Russian, for example, held privileged status for many years among the countries of the former Soviet Union. Mandarin Chinese continues to play an important role in

South-east Asia. English is now the language most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. In 1996, for example, English replaced French as the chief foreign language in schools in Algeria (a former French colony).

All languages reflect the culture of the country and region in which they develop and are spoken. However, some languages are also used as a means of communication between different kinds of speakers and non-native contexts. In this way, communication develops new priorities that reflect the context. English is perhaps the prime example of a global language. It is used to communicate in various fields such as the workplace, science and technology, arts and in the business world. This is why so many parents want their children to start learning it from an early age. Students too, realize that English is more than just a school subject, English is important for their own future success.

12.2 A Brief History of the Emergence of English Learning Methods

The English language used today is the result of a long language development. English is divided into three periods in its development, the first, starting from Old English in 800 AD, Second Middle English starting in 1006-1500, The third is modern English starting from 1500-present.

In 2001, data showed that more than 60% of the world's population is bilingual and multilingual and English is one of which is used both as a first language, second or as a foreign language. However, English at the time was the most widely spoken language besides Chinese and Russia. The development is also influenced by countries that make English as an official or

national language spread across five continents from Europe, America, Africa, Australia and some countries in Asia such as Singapore, Philippines, India and Malaysia.

Entering the 1840s until the 1940s the Grammar and Translation method dominated foreign language learning in Europe. Although this method is considered classical, traditional and seems "old-fashioned" but in history it has been proven that this method has been firmly entrenched in European society for centuries in teaching foreign languages such as ancient Greek and Latin as well as other languages including English. This method is still widely used in Indonesia. This matters because this method does not require language skills. An English teacher who is not proficient enough in Communicating orally and in writing can also teach language using this method.

After receiving criticism, the grammatical method was replaced by the direct method. The criticism arose because of dissatisfaction with the results of language teaching with the previous method because there was a change in orientation and teaching objectives foreign languages. The increasing number of Europeans from various countries that establish communication between them so that they need a language that becomes a "lingua franca" actively and productively. This method requires direct foreign language teaching using the language without using the language of instruction. One of the pioneers who wanted the abolition of the grammar & translation method was Francois Gouin from France (1880-1892). The movement began with the proposed learning of governance language inductively.

In addition to the above learning methods, it has also developed several other methods with their advantages and disadvantages. With the development of science both in the fields of education, psychology, social, science and technology, has given birth to various kinds of language learning methods such as -based learning Information Communication and Technology (ICT).

12.3 Definition of English Approach, Method and Technique

The birth of various language learning methods is due to the view on the nature of language learning. This variation is the result of a diverse philosophical perspective on the nature of language and the nature of language learning. These perspectives are complementary and perfect but some seem contradictory. These different views can be seen from the emergence of different terms, for example the terms approach, design, method, technique, tactics, procedures, strategies, practices and principles that adorn various literatures.

Therefore it is important to understand some of the terminology of a minimum of three main terms, namely approach, methods, and techniques. Understanding these three terms can help understand the concept and background of the birth of the method that varied and avoid understanding that sometimes overlap.

Edward M. Anthony (1993) in the magazine *English Language Teaching* explained :

1. Approach,

namely, a set of assumptions about the nature of language and the nature of language learning (philosophical).

2. Method

Method has the meaning of a comprehensive plan related to the presentation language material in an orderly manner, no one part contradicts with and all based on the chosen approach and procedural in nature.

3. Technique

While technique has the meaning of what actually happens in the classroom and is the implementation of method.

The three terms described above are related to each other and not contradictory. An approach will be described through a procedural method and then elaborated again through techniques that are implementable or what actually happens in class. For example, the assumption that says that in fact language is what is heard and spoken give birth to methods; direct method, natural method, conversational method, audiolingual method and so on. Assuming that language is a collection of sounds that have a specific meaning and organized by grammatical rules will give birth to methods that emphasize on learning grammar such as grammar and translation methods.

12.4 Learning Method English

1. Grammar and translation methods

This method is based on the assumption that all languages in the world is basically the same and grammar is a branch of logic. The main characteristics of the method of grammar and translation are:

- a. There are mental activities and intellectual development
in learning a language by doing memorization and understand the facts.
- b. Emphasis on reading, composing and translation activities. While listening and speaking activities are less noticed.
- c. Vocabulary selection based on the reading texts used. This vocabulary is taught through bilingual lists, study dictionaries, and memorization.
- d. The basic unit is sentence, and translation too focused on separate sentences.
- e. Grammar is taught deductively.
- f. The mother tongue or the language of the students is used as the language of instruction.

2. Direct Method

The direct method is a way of presenting language teaching materials in English where the teacher directly uses English (target language) as the language of instruction and without using the language of the learners (source language/mother tongue) at least or without translation. If the teacher gets words that are difficult for the teacher to understand students, then the teacher can interpret by using props, demonstrate, illustrate and others.

In applying the direct method in learning English, the techniques that must be carried out by the teacher are needed, including the following:

- a. Learning material is first given word for word, Then sentence structure.
- b. Grammar is taught only casually and students are not required to memorize formulas.
- c. In the learning process always use tools, help or media.
- d. Students are conditioned to accept and converse in English.

One of the direct methods applied in learning English in Indonesia is at Pondok Modern Gontor, and several 'language villages' (Language Village/English Camp) which have mushroomed in Indonesia. Gontor modern cottage is one of the big cottages that is famous for the success of learning Arabic and English. The method used is the direct method because students are required to speak Arabic and English since sitting in first grade both inside and outside the classroom. With these linguistic activities, modern cottages Gontor is a conducive place to develop two languages. Of course the process is supported by other factors such as, teaching staff who all master two languages, media, linguistic activities, and strict rules accompanied by rewards and punishments.

Another language activity that we can see is the 'language village' which has mushroomed at this time. This is because the results and benefits can be seen and felt.

3. Reading method

This method was developed based on the assumption that language teaching cannot be multi-purpose and reading is the most realistic goal in terms of student needs to learn foreign language. The reading method has several principles, including the following:

- a. The use of mother tongue as the language of instruction is not prohibited.
- b. The introduction of vocabulary related to the content of the reading is very important.
- c. Before being given reading material, students are introduced to the sounds of the language and are then continued by reading loud.
- d. An understanding exercise is carried out by answering several questions related to the content of the reading.

4. Audiolingual method

This method appeared when the American soldiers were confronted with the problem of mastering foreign languages during world war II. The language in question is the language of Southeast Asian countries such as Vietnam and Korea. At the time they did not have a scientific foundation or institution that carried out the learning of foreign languages which have an important role in war. They started it first by asking for help from "Structural Linguistics" to develop a curriculum that can support speaking skills in English among the military. This method relies on the basics of Behavioristic Theory in psychology. After feeling the success of the method in the military environment, it also developed in America and in Europe and the Middle East. Education departments many adopted

this method, including the Egyptians, who consider the Audio-Lingual method as an ideal method in foreign language learning.

To apply this Audio-Lingual method, a teacher English must have at least three things :

- a. Teachers should be examples for their students to speak and use language well and correctly.
- b. Teachers should provide justification for what was made by students and correct their mistakes when the error occurred.
- c. The teacher should be like the "Conductor" in a symphony orchestra in the classroom then he asks students to imitate and follow what is instructed by the teacher.

This method is very well known in the world of education, in particular in foreign language learning from the 1950s to now. This method starts at the first level with practice listening and speaking for several weeks. Then given reading material that discusses simple conversation material about good and good expressions congratulations, then other expressions that are very famous. After that followed by practice with patterns and language with limited steps. The teacher repeats and the students follow it simultaneously, then ask for it in groups and finally they follow it individually

5. The silent ways method

This method was initiated by Caleb Gattegno, an expert language teacher that applies the principles of cognitivism and philosophy in teaching. This method was actually pioneered in 1954, but the book that explains his method was only published in 1963 with the title "Teaching Foreign Language in School: A Silent Way". This method is considered sufficiently unique because it's not just a teacher requesting silence 90% of allocation of time used but there

are also times where students are also silent and do not read, not dreaming, not really watching videos but they concentrate on language strangers who had just heard. This method is based on a the idea that "teachers should be silent"

In applying this method, the teacher can use examples of the following techniques:

- a. The teacher prepares 10 flash cards containing picture of fruits.
- b. Each flash card has 1 picture and on the back is the name of the fruit in English.
- c. The teacher then picks up each picture and says name once.
- d. Then the students repeat what the teacher said.
- e. Every flash card is treated the same.
- f. Each picture is shown repeatedly until students are able to pronounce it fluently.
- g. Then the class is divided into 3 groups.
- h. Each group is asked to name a picture designated.
- i. Every time you manage to name a fruit with clear and compact given 100 points (compact means all group members shout the name of the fruit).
- j. The late group mentioned in two seconds and not compact are not given points.
- k. The group with high points is rewarded, and the group with the lowest points is punished by singing or dancing in front of the class (punishment is adjusted to conditions).

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CHAPTER XIII

CRITICAL THINKING IN ACADEMIC LIFE

By Dina Merris Maya Sari, S.Pd, M.Pd

13.1. Introduction To Critical Thinking

Critical thinking is a demand in the implementation of the 2013 Curriculum. Critical thinking is a synonym for decision making, strategic planning, scientific processes, and problem solving. Critical thinking contains meaning as a process of judgment or decision-making that is considered and carried out independently. The process of formulating reasons and considerations regarding facts, circumstances, concepts, methods and criteria. Each learning process should be able to train students' intellectual, emotional and skill aspects. One of these potentials is critical thinking skills that must be developed by teachers during learning.

One of the life skills that important to be developed in education through the process are critical thinking skills. Critical thinking is a competency that must be trained on students, because this ability is indispensable in life. In addition, critical thinking ability is a thought process that can be accepted by the reflective mind which is directed to decide what to do or believe, in this case it is not arbitrary, does not lead to any conclusions but to the best conclusions. Teachers must help students to develop critical thinking skills through several things including models, and learning methods that support students to learn actively. From this understanding, it can be concluded that the pattern of critical thinking is a strategic process to get the deeply explanation and information that enhance the curiosity as well as a person's way of finding a statement, problem or idea objectively.

The importance of critical thinking skills cannot be separated from the theory of constructs of thought, in the sense that the curriculum wants the students to be able to have a power in terms of

developing a critical thinking framework, so that the output will be produced the guaranteed things to build the soft skills. This ability is not utilized by the students, but the teacher explore the students' cognitive abilities, so many learning processes are used by teachers in teaching and learning process, so that the students' cognitive abilities will be achieved. It is true that there is learning but the quality is just a standard that really does nothing. Given the importance of critical thinking in students, the teachers are required to develop students' critical thinking skills. To develop critical thinking in students cannot be taught through the lecturing method, because critical thinking is an active process. Learning is carried out student-centered. Intellectual skills of critical thinking include analytical thinking, synthetic thinking, reflective thinking, and so on must be learned through actualization of appearance (performance).

Critical thinking as thinking process that relates, examines, and evaluates all aspects of a problem situation. Critical thinking includes some processes of classifying, remembering, organizing, and analyzing information. Critical thinking includes the ability to read with understanding and identify the required material with no relationship. It also means being able to draw conclusions perfectly from the given data, being able to determine contradictions and inconsistencies within a set of data. Critical thinking is reflexive and analytical. In general, critical thinking is assumed as a cognitive process, a mental activity that allows knowledge to be acquired. This understanding refers to the definition of experts quoted by Bahr (2010) below:

- a. Mental derivation of mental elements stemming from manipulation and mental perception, or a combination of these thoughts.
- b. Mental manipulation of sensory input to formulate reasons, thoughts, or judgments.
- c. An existence of evidence that corresponds to the evidence itself so as to fill the gaps in the body of evidence, which is carried out by moving through a succession of interconnected steps that can be stated at the time, or until it is about to be stated.

From the above definition it can be seen that thought processes are related to other types of habits and need an active participation of the thinker. The main products of thinking in the form of thinking, knowledge, reason, and products of higher processes of thinking such as weighing, can also be produced. These relationships may be expressed by the thinker in various ways and may be interconnected by an organized structure. Very diverse, the definitions above show that thinking is a reflective endeavor and complex, which is also an innovative experience. Critical thinking is an effort that is deliberately carried out actively, systematically, and follows the principles of logic and considers various points of view to understand and evaluate information with the aim of whether the information is accepted, rejected or suspended. Furthermore, according to Scott (2012), critical thinking is an ability that individuals have to find and solve problems which are characterized by critical traits and talents, namely having a high curiosity, imaginative and always being challenged by pluralism, daring to take risks, and having the same character as always respecting the rights of others, directing even the guidance of others.

Critical thinking has a definition namely the power of thinking that must be developed in students so that it becomes a personality or character that is imprinted in students' lives to solve all their life problems. Critical thinking skills are very significant for students because the students are able to be rational and choose the best alternative choices for themselves with these skills. Students who have critical thinking skills will always ask themselves in every face of all their problems to decide what is best for themselves. Likewise, if students who have critical thinking skills will be imprinted in their character and personality and implemented in all aspects of their lives. Thus the empowerment of critical thinking skills in students is very urgent to be carried out which can be integrated through learning methods that will be proven to be able to empower students' critical thinking skills. According to Bloom's taxonomy, there are six levels of thinking, namely:

- (a) knowing is a thought process based on retention and retrieval of some knowledge that has been heard or read;
- (b) understanding is a more complex thought process that has the ability to translate, interpret, extrapolate, and associate;
- (c) applying is the ability to apply knowledge, facts, theories, etc. to conclude, predict, or solve a problem;
- (d) analyzing also think divergently, namely the ability to describe a concept or principle in its parts or components;
- (e) synthesizing is the ability to make a generalization or abstraction from a number of facts, data, phenomena, and others; and
- (f) evaluating is also called intellectual judgment, namely broad and deep knowledge about something understanding of what is known and the ability to analyze and synthesize so that it can provide an assessment or evaluation.

In other words, the accumulation of all the thinking abilities is the ability to judge (evaluate). Critical thinking is analytical thinking implies that critical thinking takes place step by step. Included in analytical thinking is the process of thinking to clarify, compare, draw conclusions and evaluate. Reflexive thinking has the characteristics of suspending belief and reviewing the adequacy of logical premises. A person who thinks reflexively considers all alternatives before making a decision. Therefore, people who think reflexively don't accept any opinion, but that doesn't mean they always think that all other people's statements are wrong. Reflexive thinking aims at whether to believe or do something. Educational research has identified several skills related to critical thinking skills, namely finding analogies and other relationships between information, determining the validity and relevance of information that can be used to solve problems, and determining and evaluating alternative ways or solutions of solving (Sari & Prasetyo, 2021). According to Cottrell (2005), critical thinking is a thought process that aims to make rational decisions directed at deciding whether to do something or believe. From those definition, several important things can be revealed.

Critical thinking is focused on understanding something that leads to a goal and full of awareness. The objective of critical thinking is to evaluate and consider information that ultimately allows us to make decisions. Critical thinking focuses on whether believing or doing something implies that students who think critically do not just believe what the teacher explains. The students try to look for other information to obtain the truth and consider their reasoning. According to Gambrell and Gibbs (2009) critical thinking is a regular systematic skill, reasoning skill in assessing, scientific searches, analyzing assumptions, solving problems, drawing decisions, and providing confidence. Critical thinking has something in common, namely mental processes for analyzing, evaluating, and solving problems. Through the process of critical thinking, a person can obtain information correctly, evaluate it and process the information in order to obtain a reliable conclusion. Moon (2008) state that critical thinking means finding and gathering reliable information to be used as evidence that can support an assessment. Thus critical thinking consists mostly of evaluating information or arguments and making decisions that can help to develop beliefs, take action and prove.

13.2. Benefits Of Critical Thinking Ability

The benefits of critical thinking skills in learning have a very large role in improving learning processes and outcomes. In addition to the benefits of critical thinking skills in learning, it also has a role as a provision for students to face the future. Several studies have proven the benefits of critical thinking skills in learning and as a provision for the future, namely Ruggerio (2012) states that according to Piaget's theory, the development of formal reasoning abilities is very important for the acquisition (mastery) of concepts, because conceptual knowledge is the result of a process. constructive, and the ability to reason is a necessary tool in the process.

Bouanani (2015) found that contextual learning with problem-based learning methods as well as with inquiry strategies was able to make students with low academic abilities and at the same time able to make students with low academic abilities have mastery of biological concepts that were no different from students with high academic abilities. From these research findings, it has become evidence that critical thinking skills have concrete benefits in improving student learning outcomes. Paul and Linda (2005) states that the mind is the most powerful force, attitudes, choices, personalities, and who they are as individuals are products of the mind. Those who have the ability to think will have a superior personality in every side of their life.

Critical thinking skills can improve learning outcomes and change lives within the scope of individuals and the wider community, so it is clear that empowering critical thinking skills, especially in learning is considered very urgent. According to Bailin (2002), the important characteristics of students who already have the character to always think critically are as follows.

- a. Looking for clear statements or questions
- b. Finding the basis for a statement
- c. Trying to get the latest information
- d. Cite and use reliable references
- e. Considering the situation thoroughly
- f. Trying to be relevant to the subject
- g. Trying to remember the initial or basic considerations
- h. Looking for alternatives
- i. Be open
- j. Takes a position when the evidence and grounds are sufficient for him to determine his position
- k. Looking for exact accuracy
- l. Deal with the parts sequentially until reaching the whole complex whole
- m. Using their own critical skills

- n. Sensitive to the feelings, level of knowledge and complexity thinking of others
- o. Using other people's critical thinking skills.

13.3. Critical Thinking Development

Efforts to develop critical thinking skills for students need to be carried out continuously. Because students' critical thinking skills do not come by themselves. There are several steps that can be taken in developing students' critical thinking skills, one of which is to leave conventional patterns in learning and replace them with new student-centered patterns. Student centered learning (SCL) is a learning model that focuses on students so that the role of the teacher is only as a facilitator in the learning process.

The student centered learning (SCL) learning model makes students able to become active and independent learners in their learning process, who are responsible and have the initiative to recognize their learning needs, who find sources of information to be able to answer their questions. There are several models of student-centered learning, namely:

- (1). Small Group Discussion
- (2) Role-Play and Simulation.
- (3) Discovery Learning
- (4) Self-Directed Learning
- (5) Cooperative Learning
- (6) Contextual Learning
- (7) Problem Based Learning
- (8) Collaborative Learning
- (9) Project Based Learning

A learning model that involves students to learn knowledge related to the problem and at the same time have the skills to solve problems (Facione, 2000). From the experience of solving problems

on their own without the help of the teacher, the students understand better, so they can create a learning environment as a social system that has the characteristics of a scientific process and a democratic process. Problem-based learning is the answer to the practice of competency learning and responds to the development of social dynamics in society. In addition, problem-based learning is basically a further development of group learning. Thus, the problem-based learning method has the distinctive characteristic of using real-world problems as a learning context for students to study about problem-solving and critical thinking skills.

Problem-based learning is used to stimulate higher-order thinking in problem-oriented situations, including learning how to learn. The teacher's role in problem-based learning is to ask questions, present problems, and facilitate dialogue and inquiry. Problem-based learning cannot be carried out without the teacher on building a classroom environment that allows an open exchange of ideas. Broadly speaking and problem-based learning consists of presenting students with meaningful and authentic problem situations that can make it easier for them to conduct inquiry. These learning models will provide a learning experience for students in developing critical thinking students. The learning cycle is a learning strategy based on constructivism in learning, with the basic assumption that knowledge is built in the mind of the learner.

Problem-based learning is designed in a learning procedure that begins with a problem and uses the instructor as a metacognitive trainer.

13.4. Critical Thinking And Democratization

Differences of opinion are highly appreciated because each individual fosters children to be democratic, so the learning created should also be democratic. If education is expected to produce students who think critically then the learning created is democratic learning. Learning that gives freedom to individuals to have the

same roles and responsibilities in achieving goals. Any ideas that come up will be rewarded. For that we need a democratic learning strategy and democratic teaching approach,

Democratic learning (democratic teaching) is a form of effort to make schools as centers of democratic life through a democratic learning process. In short, democratic learning is a learning process based on democratic values, namely respect for abilities, upholding justice, implementing equality of opportunity, and paying attention to the diversity of students. In practice, educators should position students as human beings whose abilities must be respected and given the opportunity to develop their potential. For this reason, an open, intimate, and respectful atmosphere is needed, and on the other hand, it is necessary to avoid a rigid learning atmosphere, full of tension, and laden with orders and instructions that make students passive, unmotivated, quickly bored and exhausted.

Learning will be able to build a democratic behaviour if the teacher in the teaching and learning process is democratic. The atmosphere is not tense, does not take sides or corners certain groups, fun, provides rewards, provides opportunities for students, so that the teacher acts as a facilitator, motivator, mediator, and evaluator. Besides that, Halpern (Halpern, 2001) said that the democratic attitudes of classrooms teachers which is significant for enhancing people's democratic attitude. It means that the democratic attitude displayed by the teacher in the classroom in the learning process is very influential on the development of a person's democratic attitude. On the other hand, it is said that in an effort to enhance democratic values and culture, aspects of schools and educational programs greatly influence democratic behaviours, as stated by Ku (2009), "To gain democratic life culture and democratic values, are important aspects of schools and education programs".

According O'Hare and McGuinness (2009) the development of democratic life culture depends on the democratic education systems. It means that the development of a democratic living culture depends on the democratic education system applied in the educational environment. Now the problem is how efforts can be

made to realize a democratic school, so that democratic values develop and grow in all aspects of citizens' lives.

Critical thinking is the ability to say something confidently, because the statement is based on logical reasons and is supported by strong evidence. Through critical thinking allows a person to find a truth, because they have gone through a systematic process of formulating and evaluating their own opinions and beliefs. Critical thinking is an organized process that allows one to evaluate the logic, evidence, and language that underlies the statements of others

Thinking is a search for answers or an achievement of meaning. Pithers and Soden (2000) defines thinking as any mental activity that helps formulate or solve problems, make decisions, or fulfill the desire to understand. Critical thinking is part of the process of thinking well. Thayer-Bacon (2000) defines that critical thinking is thinking to systematically investigate the thinking process itself. This means not only thinking deliberately, but also examining how we and others use evidence and logic. Critical thinking is a clear process and directed that is used in mental activities such as analyzing assumptions, conducting scientific research, solving problems, and making decisions.

According to Van Gelder (2005), there are several reasons related to the importance of the presence of critical thinking processes in academic life, namely:

- 1) Guidance in the applicable curriculum to achieve critical thinking skills so that later individuals can answer the guidelines in order to adapt to the development of civilization, as well as guidance in updating the standardization of tests that measure students' capacity to actively apply knowledge,
- 2) The view on the purpose of education that the ability to think should be an important and main goal in the learning process,
- 3) There are facts that explain that monotonous learning in the traditional way cannot develop students' thinking abilities optimally,
- 4) A good thought process will lead a person to a deeper understanding in various disciplines,

5) Related to the paradigm that the effectiveness of the learning process is closely related to the principles of student-centered learning and self-regulated learning, that in learning activities students must become individuals who are active in forming knowledge, can determine their own learning process, choose learning experiences, and knowledge main goal to be achieved.

Through the development of critical thinking skills, it is expected to improve the quality of learning that is better, meaningful, and reaches the current educational goals.

The indicators of critical thinking ability are formulated as follows:

- 1) troubleshooting,
- 2) open-minded,
- 3) evaluate,
- 4) correcting their own opinions or thoughts,
- 5) not easily give up in the face of difficulties, and
- 6) draw conclusions.

Critical thinking is needed in problem solving because:

- 1) critical thinking as a generative sense that emphasizes creativity and originality in choosing a solution strategy or creating a solution to a problem;
- 2) critical thinking can be used as an evaluative sense to interpret solutions and determine the quality of a decision or argument; and
- 3) critical thinking involves prior knowledge, mathematical reasoning, and cognitive strategies to generalize, prove or evaluate unfamiliar mathematical situations in a reflective way.

This illustrates that the real thinking process does not have to end when an answer is obtained to a problem that requires to thought. Critical thinking enables students to study problems systematically, face myriad challenges in an organized way, formulate innovative questions, and design original solutions. Critical thinking requires effort and requires caring about accuracy and willingness and not giving up when faced with problems.

Critical activities carried out in academic life are as follows:

- 1) Looking for a clear statement of each question;
- 2) Try to know the information well;
- 3) Looking for possible alternative solutions;
- 4) Be open and think;
- 5) Use a credible source and mention it;
- 6) Be systematic and orderly with parts of the whole problem;
- 7) Finding reasons or choosing logical, relevant and accurate arguments;
- 8) Trying to stay relevant to the main idea;
- 9) Seek explanations as much as possible if possible;
- 10) Take a position when there is sufficient evidence to do something.

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CHAPTER XIV

PUBLIC SPEAKING

By Ramli

Public speaking is oral communication spoken in front of large people that combines the skill of speaking and the art of speaking. That the combination between the skill of speaking and the art of speaking, public speaking needs two important aspects, they are; the speaking itself and the way how to deliver the speech. Most problems come from non-native students on English in which they three big problems; first is the language itself, second is delivering the speech, third is building the confidence. So that, giving a speech in front of others in formal condition for them is not an easy way. People need great efforts to build up their confidence to speak in front of others. Mufanti (2015) said that worry, scare, shyness, unconfidence, and uncomfortableness are some factors that influence the students to communication. It is a big reason for us to design this book that can overcome the students' problems. However, there is no shortcut to get a success. People also need sustained efforts to sharpen their speaking ability and to train their verbal communication. Reputedly, speaking is a need skill for people who want to be professional workers. Adler & Towne, 1996; Haggel-Greenberg, 1979; Waner, 1995 in Gareis (2006) public speaking (oral communication skills) said that rank the highest among all the skills that employers desire in employees. Based on the result of this survey, it shows that spoken language has the most important position among other language skills since it holds an important role for daily life activities.

Then, we need to give a definition to the meaning of public speaking. We need to recognize what other experts say about public speaking. Lucas (2004) stated that public speaking is a vital mean of civic commitment. Moreover, he stated public speaking is a way to

express our ideas and to have a force on issues material in a democratic society. Gareis (2006) explains verbal language involves many kinds of communications, both formal and informal communication.

From the statements above, it can be said that public speaking is one of important oral communication to express people's thought to audiences formally. Public speaking means that the speaker distributes his or her views with larger audiences and usually some or even many speakers often experience anxiety and nervousness before and during the presentation (Gareis, 2006). Lucas (2004) adds that most people have a tendency to be anxious before doing something is normal.

14.1 Kinds of Public Speaking

To be a good public speaker, you should know the four types of public speaking and their peculiarities.

1. Speaking to Inform

When you give a speech before an audience to impart an information on a particular topic or issue, it is said to be an informative speech. Business presentations, seminars in colleges, class presentations in schools are some examples of information speech.

2. Speaking to Persuade

Persuasive speeches are those where you try to change the way your audience views an idea or product or person and so on. These speeches aim to influence and change their opinions to their favour or disfavour the subject matter. This can be a difficult task, as you might be facing a group of people who may hold very different views from your own.

Persuasive speeches are often given by sales and marketing people to attract interest in their products. They are also used to influence political and religious views.

3. Speaking to Actuate

Speaking to actuate is higher level of persuasive speaking. Here, the speaker goes a step beyond persuasion and convincing. The aim is to motivate people enough to take a specific step to act. This is a powerful level of speaking. Very few people have achieved this level of mastery of the art of persuasion where they could so deeply convince people to move into action.

A speech to actuate typically does not rely on fact and figures, though they may be offered. The speaker's aim is to get his listeners so emotionally agitated that they wholesomely adopt his idea, his principles, his reasoning, as theirs, and literally take up the cross and share his burden. Sometimes, listener may be so deeply moved that they take up the cause more seriously than even the person who invited them in to it. This is the pinnacle of persuasive speaking, and, indeed, of public speaking.

4. Speaking to Entertain

Ceremonial speeches are another form of public speaking usually given at weddings, funerals, graduation parties, retirement parties etc. One very important factor to make these speeches effective is to add a personal touch.

You will likely give a ceremonial speech for people you know. If it is a ceremony in honour of a person, such as a wedding or a birthday party or a send-off party for a retiring colleague, it is useful to bring in personal stories or recall events about the celebrant. The speech can be humorous or emotional, to suit the mood of the occasion. You must take care not to hurt feelings by making snide remarks at this occasion.

14.2 Tips for Public Speaking

It is very common to be nervous about speaking in public, but it is important not to let your discomfort keep you from participating in public conversations. Whether at a work meeting or a public forum, if

you have something of importance to share, then you should be willing and able to get your point across.

The following are some basic tips and strategies that can help you communicate better:

- Prepare ahead of time. Know what the key points are that you want to share and organize your thoughts. Notes can help but avoid writing every word of what you want to say.
- Practice your remarks first to yourself and then in front of someone that you trust to give you honest feedback.
- Make sure you have the attention of the person you are talking to. Eye contact is important. Before you begin, wait a few seconds until everyone is paying attention, then begin.
- Be clear and to the point. Avoid rambling; telling long stories; or getting off track. If you find yourself doing this because you are nervous then try practicing what you want to say ahead of time.
- Use I statements to explain what you want. For example, instead of saying “we should ...” try “I would like us to...” instead.
- Likewise avoid “you” messages—they make people angry and defensive. For example, “You make me so mad...” or “you are always late...” are statements that should be reframed before being said out loud.
- Avoid the ‘set-up’ trap in speaking to others. This occurs when you begin a statement with an assumption about your listener will respond. For example, “I know you want to hear this...” or “this is probably going to make you mad...” will program your listener to react negatively to what ever you are saying. Leaving these set-ups out will greatly improve how others respond to you.
- Avoid words that can be dismissed or misunderstood. For example, words like “should”, “could”, “might”, and

“maybe”, and phrases like “in a few weeks”, or “later”, “some other time” leave the listener wide open to interpreter what you said in a very different way than what you meant. Do not be afraid to use strong statements like, “I want”, “I expect”, and “before the next meeting” or “I’d like to set that date now”.

- When tempers get lost-communication goes nowhere. If you’re feeling very angry or frustated-take a break, leave the conversation. Come back when you’re able to frame what you want to say in a clear and focused way. Losing control will not help youyou’re your message across=it will only griften and alienate your listeners.
- Use visual props (charts, graphs, maps, photos, etc.) to help. Not only will it direct the audience’s attention away from you, well-chosen props can help clarify your point(s).

14.3 How To Be A Good Public Speaker

Becoming a reliable public speaker must master several important aspects such as the strategies and preparations used in public speaking as well as good and appropriate techniques along with some directions.

14.3.1 Good Strategy and Preparation to Become a Good Public Speaking

The task of a public speaker is to convey ideas to the audience and these ideas have the potential to influence the actions of the audience. For this reason, optimal preparation is needed before making a presentation in front of an audience.

1. Audience Recognition, audience recognition can equip us in selecting materials, compiling, and presenting them with the right strategy. This is because our knowledge of the public will be concrete. To identify potential audiences, there are

general and specific things that need to be considered, including:

a. General terms, number of audiences, age range, gender, occupation, education, religion, socio-political-economic, and cultural customs.

b. Special matters include:

- Pay attention to the motivation of the audience's arrival
- Pay attention to the audience's level of knowledge
- Pay attention to possible audience reactions or attitudes

2. Organizing the material, the more information you get, the better the preparation of the material. Some things to note include:

- Knowing the information needed
- Knowing sources of information
- Select some information from several collections that have been obtained
- Arrange material structure

3. Recognition of place, a good speaker will first recognize the terrain where he will speak. Things to note include:

- Arrive at least one hour before the event starts to see the overall physical condition
- Make sure the position when going to speak
- Pay attention to outdoor or indoor
- Pay attention to your requirements for speaking, such as audio-visual completeness

4. Physical appearance, the audience tends to give an assessment when they get the first impression given by the speaker. Therefore, there are many things that must be considered in detail, including:

- Neatness, cleanliness and suitability of clothing
- Physical appearance when performing, such as
- Stand relaxed but straight
- Feet must be neat and look decent
- The state of the hands relaxed and able to make movements as proportional as possible
- Face looks reassuring but not tense

14.3.2 Public Speaking Techniques

To become an interesting speaker and be able to give influence to listeners, public speaking techniques are needed, including:

1. Ice Breaking Technique

Ice breaking technique can be interpreted as an attempt to break or melt a rigid atmosphere to make conversation more comfortable to flow and relax. It is intended that the materials submitted can be accepted.

Interesting opening

The opening is the first impression, meaning it can influence the audience's view of the public speaker during the presentation. No matter how short the time to make a presentation, the opening must still be full of warmth. The opening can be done with an illustration or a story that is currently popular, but relevant to the topic of the event. When delivering it, put on a friendly, friendly, and close face.

Use Joke

Humor may be risky. This is due to its universal nature, while the tastes of each individual are very personal and individual. However, despite the risks, good humor can be an effective starting point for getting the listener's attention. The joke material is very broad, because it can be taken from various stories, everyday cases, advertising images, other people's experiences, research results, and so on.

2. Vocal Technique

Good vocal delivery is obtained when a public speaking master masters the following three things:

Respiratory

A good position to control your breathing is to stand up straight to give your lungs better room. To speak in public, you need a solid voice space to be able to deliver long sentences at the correct volume.

Volume

Success in speaking is not always determined by the loudness of the voice. The volume of the voice when speaking in public is only slightly louder than the volume of everyday speaking. Talking at a loud volume is only needed in certain parts. On the other hand, speaking loudly too often can cause a sore throat and boredom for the audience.

Vocal expression

Expression is an important factor in sound processing. A good voice will be more meaningful if accompanied by the right expression. Expression consists of three components, namely: a) pitch, high and low voice factor, b) pace, speaking speed factor, c) phrasing, sentence chopping skill factor, and accompanied by pauses.

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CHAPTER XV

ACADEMIC READING SKILLS FOR UNIVERSITY STUDENTS

By Fuad Hasyim, S.S, M.A

15.1 Introduction

Reading is a relationship between readers and reading resources. The process entails a set of abilities or skills to read, understand, and analyze the words, sentences, and paragraphs provided in an article or even other materials. Thus, by improving individual reading skills, reading effectiveness can be improved.

There are numerous reasons to read since there are so many different types of material. Various texts were created to help people communicate more effectively. Consider how many written communications students get daily; E-mails, text messages, and social media postings are just a few instances of how they might communicate with others. However, many individuals read for various reasons: to learn information or facts, be entertained, or better understand other cultures or groups. The rest of this lesson goes through some of the primary benefits of reading frequently. (Janovsky, 2021)

Ariel Abke (2020) explored 12 reasons people should increase their reading activities. In addition, she suggested reading at least 12 books a year since it could improve human life quality, including being good for the brain, introducing to new ideas and problem-solving, making a good writer, improving conversation skills, strengthening worldview, improving self-discipline and consistency, increasing knowledge of history, and reducing stress.

Many strategies have been improved to raise reading effectiveness. Compelling reading is essential for academic reading to complete reading activities rapidly because the expectation of academic reading, especially in university, is relatively high. Without these abilities, a student will find trouble completing numerous varied reading tasks. Thus, the reader must apply explicit strategies like SQ3R, Scanning, Skimming, and Speed reading.

15.2 SQ3R

SQ3R or SQRRR is a comprehensive and systematic reading technique that includes five stages: Survey, Question, Read, Recite, and Review. Francis P. Robinson, an American educational philosopher, first introduced this method. He described it in detail in his book “Effective Study” in 1946.

This method offers an effective and efficient way of a text, particularly academic texts. Therefore, SQ3R is very suitable for academics, especially for university students. The process includes the following stages:

1. **Survey:** Instead of directly reading each paragraph, a reader should perform an initial review of the structure of the text through headings, paragraphs and conclusions, bold faces, headings, tables, and images. Through this stage, a reader can determine the goal or target in reading a text and decide whether the reading process will continue in more depth.
2. **Question:** After studying the main parts of a book through a survey phase, the reader is then asked to write down the questions related to the content of the reading material. The question is a reader’s curiosity that is expected to be answered after an in-depth reading activity has been done. The number of questions is not absolute, depending on the author’s curiosity and the breadth of the cover of the content of the reading material.

3. Read: This stage is the core of the SQ3R method when the reader performs in-depth and detail. One of the main focuses of the reader is to find answers to questions that have been listed in the previous stage. Thus, reading activities will become directed and efficient. In this phase, the reader can also add to the list of questions when curiosity arises about specific details.
4. Another term used is Retrieve or Recall. After reading the entire chapter in-depth, the reader is expected to talk about or retell the answer to the list of questions using his own words or sentences. It can be done verbally or in writing. The purpose of the activity is to train the ability of readers to formulate new knowledge obtained from reading material.
5. Review: When reading the entire chapter is finished, it is time for readers to review the questions of each chapter and determine whether the reader is still able to answer each question in more detail. If not, it is necessary to reread it to find the answer to each question.

15.3 Skimming

One of the problems that arise when reading English academic texts is the duration of the reading. It is natural because, in addition to understanding the meaning of words and sentences, every reader must also understand the concept of thought or knowledge discussed in each chapter. Therefore, students often experience high pressure when completing assignments due to the high reading expectations in universities. Another problem that might also appear is the difficulty of determining the essential part of the reading material. It is significant because the reader will lose his orientation in the reading process without this ability. Consequently, the reader then reads all the chapters without understanding the main parts of the reading material. Readers need to consider skimming strategies

when sitting down to start reading activities to overcome both problems.

Skimming is a tactical and selective reading strategy on the main points of a text. This strategy is part of speed reading to get the main ideas of a text or paragraph. Thus, the reader will skip the details, data, elaboration, or in-depth explanations of a text through this reading strategy. Readers also avoid word-by-word reading, so they focus more on the introduction, summary, beginning and end sentences of each paragraph, and boldly printed words. This strategy is commonly used in everyday activities when reading newspapers, messages, or e-mails. Then, the reader needs to understand that there is no need to read the whole words or sentences in a reading text to speed up reading activities.

We need to use this strategy in reading particular text: 1) The importance of knowing the big picture of the content of a reading text. When reading a book, a reader needs a map as a guide. Although, in the end, he/she needs to read some of the text in detail, students need to preview the essential parts of the text that will increase student knowledge more comprehensively. The student can also determine which parts the student will pass through and read in-depth. In addition, lecturers sometimes give students assignments to describe the critical points of a reading book, so that is when students need to use skimming strategies to complete the task. 2). Saving time, a student is usually busy with almost the same task: reading and creating articles. With many tasks that must be completed simultaneously, while students must pay attention to other activities, then at that time, the skimming strategy can be used to skim several reading materials. Thus, he can manage the time appropriately to complete all tasks on time. 3) Skimming is also needed when students review the contents of the reading material that students have read before. After a pause of a few days, a book is not read, and a reader sometimes forgets the critical points of the content of a book, so by reviewing the reading, readers can refresh their memory of the book's content.

However, a reader must be conscious when skimming because skimming is not how a person reads halfway or how to read lazily. Therefore, skimming must be focused on finding the main idea of a text to find a big picture of the content of the text. If not, then it is just wasting students' time.

Reading with skimming strategies can be done with three actions: *First*, read the beginning and end sections. Read the sentences at the beginning and end of the paragraph or read each chapter's beginning and end paragraphs. *Second*, read to determine the main ideas and supporting details in the paragraph or section. *Third*, find keywords or phrases that reveal the author's thought movement, such as "however, although, moreover, or in addition." (Dhillon et al., 2020; Yusuf et al., 2017)

To help formulate the author's idea in an accurate big picture, readers should consider using annotation to record notes of his/her skimming activities. The annotation will be helpful for the author because it provides an overview of reading goals, increases competence, improves concentration, and can be a tool for preparing for exams. (Nist-Olejník and Holschuh, 2016) The use of annotation in each reading pause could be after completing some part of the chapter or depending on each reader's tendency.

15.4 Scanning

Reading activities using scanning strategies have been practiced by many students. When a reader searches for specific information through a search engine such as Google, one will write a specific word or phrase on the page. When the search results have appeared, he/she will scan some links that are relevant to the information they are searching. Thus, the strategy is practically used in daily life.

In reading academic text, using this speed reading is essential to help readers find the specific information they need from a reading text. Of course, the practice is not the same when used on the google search engine. In general, scanning can be interpreted as the search for specific information in dates, names, concepts, places, and other

specific information by quickly determining its specific location, whether on the pages of books, websites, or mass media. (Beale, 2013) Thus, scanning is a prereading strategy for finding keywords from academic texts.

Reading academic texts in English is difficult for most non-native English students. Especially in the digital era, the existence of E-books is increasingly needed to support student learning success. Research shows that most students cannot study English-language digital academic texts through screens. (Chen et al., 2020) In this context, the strategy of scanning topics on digital reading materials becomes very substantial.

Scanning strategies provide essential benefits for students, including helping students locate important information on thousands of pages of academic text; then scanning helps readers or students follow the linearity of the chapters contained in an academic textbook. It is crucial so that reader does not lose the chain of information that the author has systematically compiled. No less important, this strategy helps readers use their time more efficiently because the reader could ignore other information that is not relevant to their needs. (Aritonang et al., 2019)

Thus, the use of scanning strategies is generally intended: 1) to search for words in a dictionary, 2) to find a phone number in a directory, 3) to check the schedule on a list of programs, 4) to check the price of an item in a catalog, 5) to find out the details of specific information from an article quickly.

The steps to scan the details of information from an academic text should include the following stages:

1. Before scanning a text, the student should skim the reader to get a basic idea of the text. Thus, the reader will be able to estimate the location of the information needed.
2. Know how the information is arranged in the text. Some information is arranged alphabetically; there is no

systematic arrangement in others. When getting text without a systematic arrangement of information, the reader must guess the part to be scanned to get the information needed.

3. When scanning the page randomly, make sure the reader performs eye movements vertically and horizontally while looking at the number, letter, word, or phrase pursued. (Learn English, 2022)

To boost personal reading speed on academic texts, a reader must have a good reading habit. Therefore, by increasing the frequency of reading activity accompanied by mastery of fast reading techniques, such as skimming and scanning, the effectiveness of reading will increase over time.

15.5 Closing

Students in universities must read large amounts of academic texts, whether in the form of scientific journals, textbooks, web pages, reports, statistical data, newspapers, or magazines. Reading these teaching materials makes it essential for students to learn the correct reading strategies and techniques according to their respective tendencies.

There are many strategies that academics have used to complete their academic tasks; among them are SQ3R, Scanning, Skimming, Active Reading, and detailed reading. Those techniques do not always match the character of every student. So it is the student's responsibility to study and practice in the broader reading variant so that they understand the choice of strategy and how it is implemented. Without it, students will not be able to complete college assignments.

However, relying on reading techniques is not enough to achieve learning success. Several things need to be done to complete the strategy to optimize students' learning ability; some of these include increasing learning motivation, multiplying reading book variants

and genres, determining real learning targets, and committing to each target.

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CHAPTER XVI

WORDS FOR STUDENTS OF ENGLISH

By Nike Puspita Wanodyatama Pasaribu, M.Hum

16.1 Words

Words for Students of English present English base words, with definitions, examples, and exercises. The texts may be used as core texts for vocabulary learning classes or as supplementary texts in reading, speaking, and writing classes. They may also be used for individual study. Each unit focuses on one topic so that the words being presented can be practiced in meaningful contexts. Some of the new words in each unit are directly related to the topic, while others are less directly connected. Most of the words in a given unit can be used in a variety of contexts.

We find it very difficult to give a clear and systematic account of everyday things, ideas, actions and events that surround us. We all know what a game is. Yet, as the philosopher Wittgenstein showed, we find it very difficult to state explicitly what the simple word game means. The same is true of the term word. We use words all the time. We intuitively know what the words in our language are.

16.2 Meaning

(Jasnow and Hershelman, 1995) describe when a student learns a new vocabulary item, an approximate meaning for the word is assimilated, and that meaning is linked to the context in which the word was first encountered. Then, as the student meets the word in other contexts, the initially learned, approximate meaning is expanded and refined. Hence, many words are not only used several times in the unit in which they first appear. (B.J Thomas, 1986) explains Vocabulary presents new words from a wide variety of topic and language areas. The topics were chosen and ordered according to their perceived relevance to the students' lives, that is,

their communicative usefulness. Vocabulary is for students who already have a reasonable command of the basic structures of English and who now wish to expand their vocabulary. It can be used both in the classroom and at home.

(Katamba, 2020) describes it is impossible to imagine a human language that has no words of any kind. It is impossible to understand the nature of language without gaining some understanding of the nature of words. So, in this chapter we will clarify what we mean when we use the term 'word'. A standard definition of the word is found in a paper written by the American linguist (Bloomfield, 1933). One of the greatest linguists of the twentieth century, according to Bloomfield, 'a minimum free form is a word'. By this he meant that the word is the smallest meaningful linguistic unit that can be used on its own. It is a form that cannot be divided into any smaller units that can be used independently to convey meaning. For example *child* is a word. We cannot divide it up into smaller units that can convey meaning when they stand alone. Contrast this with the word *childish* which can be analysed into *child-* and *-ish*. While the *child* bit of *childish* is meaningful when used on its own (and hence is a word). In many cases students have to learn words with more than one meaning or with meanings that may vary according to context. A decision was made in each such instance as to whether the meaning in the new context was different enough to warrant further definition or similar enough for the students to extrapolate. (Michael McCarthy, 1999) state every new word or phrase is used in a sentence, or in a conversation, or has some explanation of what it means. You should also have a dictionary with you when you use the book. This is because sometimes you may want to check the meaning of something, or find a word in your own dictionary for the exercises, we tell you when this is so. To learn a lot of vocabulary, you have to do two things:

1. Study each unit of the book carefully and do all the exercises.
2. Develop ways of your own to study and learn new words and phrases. For example, every time you see or hear an

interesting phrase, write it in a notebook, and write who said it or wrote it, and in what situation, as well as what it means.

1. Government

Table 1.1 Government Words

NOUN	VERB	ADJECTIVE	ADVERB
abolition	abolish	abolished	
advocate	advocate	advocated	
approach	approach	approaching	
communism		communist	
communist			
conservative	conserve	conservative	conservatively
dignity	dignify	dignified	
distribution	distribute		
		drastic	drastically
drop	drop		
liberal	liberalize	liberal	liberally
liberality			
mayor			
measure			
reform	reform	reformed	
reformation			

reformers			
refusal	refuse	refused	
regulation	regulate	regulating	
		regulated	
deregulation	deregulate	deregulated	
right			
	run against		
	run for		
Socialism		socialist	
socialist			
state			
	step aside		
Sympathy	sympathize	sympathetic	sympathetically
sympathizer			
takeover	take over		
Visa			

Source: A Vocabulary Series for ESL book

Definitions and Examples:

1. **mayor** [the head of a city government]

We elect a **mayor** every four years in this city.

The **mayor** is the top person in our town government.

2. **visa** [an official document which permits a person to enter a foreign country]
Americans do not need a **visa** to visit Canada, but they need one to enter' Japan.
She went to the French embassy to apply for a **visa** for her trip to Paris.
3. **sympathize** [to understand and share a person's feelings or ideas, especially when he or she has a problem]
We **sympathized** with him when he lost his job.
I do not have any **sympathy** for that political party; I do not like their ideas about the environment.
I usually discuss my problems with my older brother; he is more **sympathetic** than my father.
4. **run for** [to compete for a political position]
He is **running for** mayor in the next election.
A: How many people are **running for** president?
B: One from each of the four major parties.
5. **run against** [to compete against someone in an election]
Jimmy Carter **ran against** Ronald Reagan in the 1980 U.S. presidential election.
She **ran against** four opponents and won.
6. **refuse** [to insist on not doing something]
The child **refused** to eat the vegetables.
The current mayor has **refused** to run again, so his party must find another candidate.
7. **distribute** [to give to a variety of people]
The teacher **distributed** the test papers to the students.
Before the election, the government **distributes** information about where to vote.
8. **abolish** [to cancel a law or system]
Most of the citizens want income tax **abolished**.

The government is considering **abolishing** the compulsory education law.

9. **regulate** [to restrict or limit by laws]

Most governments carefully **regulate** immigration.

The school has **regulations** against students smoking.

10. **communism** [a political and economic system in which property is not privately owned and is available to all as needed]

In a **communist** society, the farmers do not own their own land.

The **Communist** party in the United States does not have much power because it does not have many members.

11. **socialism** [a political system in which production and distribution are in the hands of the people or the government]

Communists feel that **socialism** is an imperfect form of communism.

Moscow is the capital of the Union of Soviet **Socialist** Republics (the Soviet Union).

12. **advocate** [to think something is good and publicly support it]

The Communists **advocate** the abolition of private ownership of land.

People running for president often **advocate** lowering taxes.

13. **state** (a) [a nation or a division of a nation]

The United **States** consists of 50 states.

Under a Communist or Socialist government, most or all land belongs to the **state**.

Socialists believe that the economy should be **state** controlled.

(b) [3-2: condition]

His business is in a terrible **state**; he is losing thousands of dollars a week.

14. **right** (a) [a power given by law or tradition]

In a democracy, the citizens have the **right** to vote for their political leaders.

Americans consider their **right** to free speech to be very important.

(b) [assumed: the opposite of left]

She made a quick turn to the **right**.

(c) [assumed: correct]

His answer to the question was **right**.

15. **conservative** [opposed to major changes; wanting conditions and views; traditional]

His opinions are very **conservative**; he does not want the situation change very much.

The **Conservatives** are a major political party in England.

Some societies are more **conservative** than others.

16. **liberal** (a) [believing in progress and change]

The **liberal** parties are advocating greatly increased government spending on education.

He is a **liberal** who strongly supports strengthening the labor unions.

(b) [generous]

That company is very **liberal** with its salaries.

17. **dignity** [the characteristic of worthy and honorable behavior]

He handled the problem with **dignity**. He did not raise his voice or show his displeasure.

People expect judges and people in high political positions to be **dignified** in their

actions.

18. **approach** (a) [to go toward something or someone]

The day of the election is **approaching**.

The politician **approached** the group of people and began to talk to them.

(b) [a way of looking at an issue or problem]

The liberal **approach** to social problems is usually quite different from the conservative one.

Many people disagree with the government's **approach** to the country's economic problems.

19. **measure** (a) [an action taken by a government or group concerning some issue]

The government has announced new **measures** to protect the citizens from crime.

They will have to take **measures** to avoid an increase in the rate of inflation. One possible

measure would be to establish price controls.

(b) [2-5: to find the size or amount of a thing]

She **measured** the length and width of the table.

20. **drastic** [extreme; sudden]

Many people felt that the measures taken by the government were too **drastic**.

Stable governments try not to make **drastic** social changes.

21. **drop** (a) [to let something fall]

He **dropped** his books on the floor by accident.

(b) [to fall or decrease]

The temperature **dropped** drastically during the storm.

22. **reform** [to make a large political or social change; to improve]

While he was running for president, he promised to **reform** the tax laws.

Many people are demanding educational **reforms**.

23. **step aside** [to permit someone else to take your place]

The candidate promised to **step aside** as the leader of his party if he did not win the election.

Many people feel that it is time for the older leaders to **step aside**.

24. **take over** {separable} [to take control of something]

The winner of the election will **take over** the position at the beginning of next month.

The prisoners attempted to **take over** the prison, but the guards quickly regained control. It was the second time in a month that they had tried to **take it over**.

Introductory Exercises

A. Match each word with its definition.

- | | |
|---|-----------------|
| _____ 1. to compete against someone in an election | a. abolish |
| _____ 2. to restrict or limit by law | b. advocate |
| _____ 3. the head of a city government | c. approach |
| _____ 4. to take control of something | d. communism |
| _____ 5. a way of looking at an issue | e. conservative |
| _____ 6. to let something fall | f. dignity |
| _____ 7. extreme; sudden | g. distribute |
| _____ 8. to insist on not doing something | h. drastic |
| _____ 9. to cancel a system | i. drop |
| _____ 10. to compete for a political position | j. liberal |
| _____ 11. an official document which permits a person
to enter a foreign country | k. mayor |
| _____ 12. to give to a variety of people | l. measure |
| | m. reform |

- _____13. to think something is good and publicly support it n. refuse
- _____14. a power given by law o. regulate
- _____15. opposed to major changes p. right
- _____16. a nation or a division of a nation q. run
against
- _____17. believing in progress and change r. run for
- _____18. to permit someone else to take your place s. socialist
- t. state
- u. step aside
- v. sympathize
- w. take over
- x. visa

B. Answer each question with a word from the word form chart.

1. What can you do if you do not want to do something?
2. What do you feel for your friend when a member of his family dies?
3. What do you usually need in order to enter a foreign country?
4. Who is the top person in a city or town government?
5. What should the government do to a system that is bad?
6. What do we call a person who is against change?
7. What is another word meaning "law" or "rule"?
8. What is a major improvement made by a government?
9. What should a person do if he can no longer do his job satisfactorily?
10. What does a newly elected government do after an election?
11. Name two political systems.

12. What do politicians do to actions which they like?
13. What does the Red Cross do with food during a disaster?
14. What characteristic should a public official have?

Study Exercises

C. Write **T** if the sentence is true and **F** if it is false.

- ____ 1. Conservative people like drastic changes.
- ____ 2. If you have a right to do something, the law permits you to do it.
- ____ 3. In a Socialist system the state makes many political and economic decisions.
- ____ 4. The government should abolish good things.
- ____ 5. Communism supports the owning of property by individuals.
- ____ 6. Small children are usually dignified.
- ____ 7. To solve a problem, first you need a good approach to the problem.
- ____ 8. In a democracy candidates run for office against each other.
- ____ 9. A friend does not need your sympathy if something bad has just happened to him.
- ____ 10. Socialism is more similar to communism than democracy is.
- ____ 11. Some countries are divided into states.
- ____ 12. People usually refuse to do things that they love to do.
- ____ 13. The government should reform systems that work well.
- ____ 14. When you advocate something, you do not tell anyone else about it.

D. Complete the analogies with a word or phrase from the word form chart.

1. president: nation:: _____ : city
2. ticket plane :: _____ : country
3. change : law :: _____ : system
4. celebrate : birth :: _____ : death
5. apply : school :: _____ : political position
6. quit : job :: _____ : political position

2. Health

Table 1.2 Health Words

NOUN	VERB	ADJECTIVE	ADVERB
	affect	affected	
anticipation	anticipate	anticipated	
		apparent	apparently
	bear	bearable	bearably
		unbearable	unbearably
	bring on		
cessation	cease	ceaseless	ceaselessly
		unceasing	unceasingly
cheer	cheer up	cheery	cheerily
	come down with		
condition		unconditional	unconditionally
confidence		confident	confidently
	confide in	confidential	confidentially

depression	depress	depressed	depressingly
		depressing	
drug	drug	drugged	
effect	effect	effective	effectively
		ineffective	ineffectively
	feel up to		
healer	heal	healed	
		healing	
injection	inject	injected	
			lately
mood		moody	moodily
		oral	orally
shape	shape	shaped	
shoulder	shoulder		
symptom		symptomatic	
temperature			
throat			
treatment	treat	treatable	
		treated	
wound	wound	wounded	

Source: A Vocabulary Series for ESL book

Definitions and Examples:

1. **cease** [to stop]

The pain **ceased** soon after he had taken the pills.

The doctors worked **ceaselessly** to find a cure for the disease.

2. **throat** [the front of the neck and the part of the body inside the neck that takes in food and air]

She had a cold, and her **throat** hurt.

He could not breathe because a piece of food was stuck in his **throat**.

3. **shoulder** (a) [the part of the body from the neck to the top of the arm]

He hurt his **shoulder** in the football game.

He carried the heavy box on his **shoulder**.

(b) [to take responsibility]

When her mother became ill, she **shouldered** the job of taking care of her little brothers and

sisters.

Who will **shoulder** the cost of producing more power?

4. **symptom** [a sign or mark on or in the body which shows that a person is sick]

A high fever is a serious **symptom**.

The first **symptom** of his illness was a pain in his throat.

5. **wound** [an injury or a cut]

A doctor should see that **wound** immediately.

He was **wounded** during the battle.

6. **mood** [the way you feel emotionally]

I am always in a better **mood** when the sun is shining.

Some medicines can drastically alter a person's **mood**.

7. **drug** [a medicine, a chemical substance that has an effect on the body]

The doctor is using several **drugs** because my symptoms are so varied.

The sale and use of many mood-altering **drugs** is illegal in the United States, but many people use them.

8. **effect** [the result of an action]

The drug had no **effect** on the patient's symptoms; her illness continued.

The instructor wanted to **effect** a change in my exercise habits.

Patient: Does this drug have any side **effects**?

Doctor: Yes. It may make you feel sleepy.

9. **affect** [to have an effect on]

The new drug **affected** some patients but not others.

After the heavy rains, there was a lot of flooding; everyone was moved out of the **affected** areas.

10. **depression** [a long-lasting bad or sad mood]

The patient has been in a deep **depression** since he learned that his disease may kill him.

She always drinks too much alcohol when she feels **depressed**.

11. **treat** [to use something to improve or change someone's or something's condition]

Doctors sometimes **treat** their patients' depression with drugs.

A: What **treatment** did the doctor recommend?

B: Only rest in bed.

12. **orally** [by the mouth]

You should take this medicine **orally** four times a day.

An **oral** language is often quite different from its written form.

13. **temperature** (a) [a fever]

She has had a high **temperature** for several days and feels quite weak.

If your child has a **temperature**, you should keep him or her home from school.

(b) [how hot or cold something is]

The **temperature** of the water was warmer than the temperature of the air.

14. **heal** [to get better or make better, especially a wound]

The wound should **heal** within two weeks if there is no infection.

The cut **healed** completely, without leaving a mark.

That doctor has **healed** many people who had bad injuries.

15. **confident** [certain; having trust in one's own or another's capabilities]

The doctors are **confident** that she will totally recover.

People should have **confidence** in their doctors.

16. **confidence** [trust that information will be kept secret]

The doctor told me, in **confidence**, that he is planning to leave that hospital soon.

I was given **confidential** information about Jane's symptoms.

17. **cheer up** (separable) [to make someone's mood improve]

We visited her in the hospital in order to **cheer her up**.

It is very difficult to **cheer up** a depressed person without actual medical treatment.

18. **come down with** [to become sick with]

She **came down with** a serious disease and died two days later.

I always **come down with** a cold at least twice each winter.

19. **bring on** [to cause]

Too much exercise **brought on** the old man's heart attack.

Many people think that being cold and wet will **bring on** a cold.

20. **feel up** [to feel well enough to/for]

My wound is almost healed, but I do not **feel up** to playing tennis yet.

He has not **felt up** to working since his illness began.

A: Do you **feel up** to eating some soup?

B: No, thanks. I'll just have tea.

21. **condition** (a) [a previous requirement for another action to occur]

The doctor is permitting him to leave the hospital on the **condition** that he stay in bed

and rest at home.

Her employment is **conditional** upon her finishing college within one year.

(b) [2-6: state]

When the patient's **condition** got worse, the doctor put him in the hospital.

22. **lately** [recently]

She has been feeling better **lately**, for the past two weeks she has been able to get out of

bed each day.

The cost of living has gone up a lot **lately**.

23. **anticipate** [to expect]

We are **anticipating** that she will be able to leave the hospital soon.

The doctors do not **anticipate** that he will live much longer.

The children waited for the holiday with great **anticipation**.

24. **injection** [medicine given under the skin with a needle]

Most children do not like to get **injections**.

The nurse **injected** some pain medicine into his arm.

Some drugs must be **injected** because they cannot be taken orally.

25. **apparent** [obvious, clear]

It is **apparent** that the patient's condition is serious; he is having difficulty breathing.

Apparently the drugs are working-her condition is improving steadily.

26. **shape** (a) [condition, state]

He is not in good **shape**; running only a short distance makes his chest hurt.

To be "in **shape**" means to be in good **shape**.

(b) (a form)

I baked a cake in the **shape** of the letter T.

The child drew several **shapes** on her paper.

27. **bear (up) (under)** [to live with a condition although it is painful or unpleasant]

She **bore (up under)** the pain of her illness well and rarely needed to take drugs for it.

The pain in his tooth was **unbearable**, so he rushed to the dentist.

The doctor said that she could not give me any more medicine now and that I would have

to **bear up** for a few hours longer.

He could not **bear (up under)** his responsibilities and finally killed himself.

Introductory Exercises

A. Match each word or phrase with its definition.

____ 1. a sign or mark on the body which shows that a person is sick

a. anticipate

____ 2. to stop

b. apparent

____ 3. the result of an action

c. bear up under

____ 4. a long-lasting bad mood

d. bring on

____ 5. an injury or cut

e. cease

____ 6. by the mouth

f. cheer up

____ 7. to make someone's mood improve

g. come down with

____ 8. a fever

h. condition

____ 9. to make or get better

i. confident

____ 10. to fall sick with

j. depression

____ 11. to expect

k. drug

____ 12. Recently

l. effect

____ 13. to cause

m. feel up to

____ 14. a previous requirement for an action to occur

n. heal

____ 15. medicine given with a needle

o. injection

____ 16. to live with a condition although it is painful

p. lately

or unpleasant

q. mood

____ 17. Condition

r. orally

____ 18. obvious; clear

s. shape

____ 19. to feel well enough to/for

t. shoulder

____ 20. to use something to improve or change

u. symptom

someone's or something's condition

v. affect

____ 21. Certain

w. temperature

____ 22. the way you feel

x. throat

____ 23. to have an effect

y. treat

z. wound

B. Answer each question with a word or phrase from the word form chart.

1. Name two parts of your body.
2. Name two ways to give someone medicine.
3. Name two moods.
4. What do you hope a drug will be?
5. What should you do to a wound?
6. What do you hope that a wound will do quickly?
7. What is a symptom of many illnesses?
8. What do patients hope their pain will do?
9. What do you hope your doctor has?
10. When did something happen if it didn't happen long ago?

Study Exercises

C. Write **T** if the sentence is true and **F** if it is false.

- ____ 1. We often use the word if when we state a condition.
- ____ 2. Your shoulder is part of your leg.
- ____ 3. People who are unbearably depressed sometimes commit suicide.
- ____ 4. An effective treatment for a wound will cause healing.
- ____ 5. If you feel up to something, you definitely should not do it:
- ____ 6. When someone tells you something in confidence, you should keep a secret.
- ____ 7. When a wound heals, it becomes worse.
- ____ 8. The anticipation of going into the hospital depresses some people.
- ____ 9. If you come down with an illness, you are affected by that illness.

- ____10. If you are depressed, you need to be cheered up.
- ____11. A person who is in shape can run a kilometer easily.
- ____12. If you have a wounded foot, you may have difficulty walking.
- ____13. People want their doctors to be confident.
- ____14. Drugs are used only for medical treatment.

D. Fill in the appropriate preposition.

While George Jones was running (1) _____ the office of president, he suddenly came (2) _____ (3) _____ a serious illness. The illness was probably brought (4) _____ by the stress of running (5) _____ so many competitors. After a few days in the hospital, he realized that he was not going to feel (6) _____ (7) _____ continuing his fight for the election, and he decided to step (8) _____. Another member of his party, John Smith, agreed to take (9) _____ for him. Jones's family was cheered (10) _____ by his decision to quit the race because they had been afraid all along that he would not be able to bear (11) _____ (12) _____ the stress of the election.

E. Write the word or phrase from the word form chart which is the antonym of each of the following.

1. to heal _____
2. to cheer up _____
3. to begin _____
4. long ago _____
5. effective _____
6. depressed _____
7. surprising _____
8. bearable _____

3. Weather

Table 1.3 Weather Words

NOUN	VERB	ADJECTIVE	ADVERB
	blow over		
channel	channel		
	clear up		
current			
gloom		gloomy	gloomily
horizon		horizontal	horizontally
indication	indicate	indicative	
		indicated	
indicator			
latitude		latitudinal	latitudinally
	let up		
longitude		longitudinal	longitudinally
		lousy	lously
moisture	moisten	moist	moistly
optimum		optimum	
		optimal	optimally
phenomenon		phenomenal	phenomenally

swamp	swamp	swampy	
	turn into		
uneasiness		uneasy	uneasily
unity		unitary	
vapor	vaporize	vaporous	
		vast	vastly
vegetation	vegetate	vegetative	
	wash off		
wood (s)		wooded	

Source: A Vocabulary Series for ESL book

Definitions and Examples:

1. **let up** [to become less severe, to stop]

If the storm does not **let up** soon, we will not be able to continue on this road.

The rain **let up** only twenty minutes after it had begun.

2. **moist** [damp, a little wet]

It rained a few hours ago, and the ground is still **moist**.

You **must** moisten the stamp to make it stick to the envelope.

The sun gradually dried the **moisture** on the street.

3. **indicate** [to show]

The moisture on the grass **indicates** that it rained here lately.

The clear sky to the west is an **indication** that it may be sunny here soon.

4. **gloomy** (a) [depressingly dark]

The weather has been **gloomy** today; the sun has not shone all day.

(b) [depressed; sad]

I was in a bad mood yesterday and felt really **gloomy**.

(c) [with no hope]

His view of the future is quite **gloomy**; he predicts another world war soon.

5. **clear up** (a) [to become clear]

I hope this gloomy weather **clears up** soon.

(b) {separable} [to make clear]

The police will **clear up** the mystery if they can find some clues.

They want to **clear it up** by the end of this week.

6. **swamp** (a) [an area of wet land partly or totally covered with water]

Some dangerous animals live in that **swamp**.

It is difficult to cross the **swamp** because the land is so soft.

(b) [to flood with water or as if with water]

I am so **swamped** with work that I do not have time to sleep.

7. **lousy** {informal} [very bad]

The weather has been **lousy** all week. I wish the sun would shine.

His grades are so **lousy** that no college will admit him.

8. **vegetation** [the total plant life in an area]

The area is covered with **vegetation**. The weather there must be damp.

There is very little **vegetation** in the desert.

9. **wood(s)** (usually plural) (a) [a small forest]

Our farm is surrounded by **woods**.

The little children were frightened when they got lost in the **woods**.

(b) [2-3: the substance from trees used for making furniture, houses, etc.]

That chair is made of **wood**, not metal.

10. **vast** [very large]

There are **vast** swamps in South America where no people can live.

A **vast** number of soldiers were killed in World War II.

11. **blow over** [to go away without causing any problems]

The storm we had been afraid of **blew over** and did not cause any damage.

The argument that I have been having with my parents has finally **blown over**.

12. **current** (a) [the forward movement of water in a river or ocean]

You should not try to swim in this area, the **current** is too dangerous.

A warm **current** flows off the coast of the north eastern United States.

(b) [2-17: existing now]

A: What is the current dollar-yen exchange rate?

B: I don't know. I didn't see the news today.

13. **channel** (a) [a narrow sea between two pieces of land]

The English **Channel** lies between England and Europe.

(b) [the deeper part of a river]

The larger ships must stay in the **channel** or they will hit the bottom.

(c) [a source of television communication]

My old TV set receives only two **channels** clearly.

There are six TV **channels** in that city.

14. **horizon** [the place in the distance where land and sky seem to meet]

We could see a ship on the **horizon**.

They could not see the **horizon** because of the tall buildings.

15. **horizontal** [level with the horizon]

Her dress had **horizontal** lines on it.

16. **latitude**

Tokyo lies at about the same latitude as Washington, D.C.; the two cities have similar

climates.

17. **longitude**

In order to specify the location of a point on the earth's surface, you must give its latitude

and **longitude**.

18. **optimum** [most favorable for some purpose]

I think that the **optimum** temperature for swimming is 90° F.

Many people think that the **optimum** number of children is two.

19. **phenomenon** {plural: phenomena} [a fact or event that can be seen]

There are some dangerous weather **phenomena** in the mountains; for example, there are

sudden and severe storms.

Scientists try to explain **phenomena** with physical laws.

20. **uneasy** [a little worried; uncomfortable]

Being in the swamp makes me **uneasy**. I am afraid of getting lost.

Speaking in front of a group makes Bill very **uneasy**.

21. **turn into** (a) [to become]

Water **turns into** ice below zero degrees Celsius.

(b) {separable} [to make something become another thing]

In the past, people tried to **turn** various metals **into** gold.

22. **wash off** (separable) [to wash the surface of something]

The car is dusty. We should **wash it off**.

We have to **wash off** these toys.

23. **unit** [a specific quantity used as a standard of measurement]

The inch is the smallest unit of distance measurement in the English measurement

system.

The units of temperature measurement in the Fahrenheit and the Celsius systems are

quite different.

24. **vapor** [a substance in its gaseous state]

When there is a lot of water **vapor** in the air, the day is humid.

If you heat a liquid until it is hot enough, it will turn into its **vaporous** state.

Introductory Exercises

A. Match each word or phrase with its definition.

- | | |
|--|--------------|
| ___ 1. damp, a little wet | a. blow over |
| ___ 2. very bad | b. channel |
| ___ 3. with no hope | c. clear up |
| ___ 4. a small forest | d. current |
| ___ 5. very large | e. gloomy |
| ___ 6. to become clear | f. horizon |
| ___ 7. the movement of water in a river or ocean | g. indicate |
| ___ 8. to show | h. latitude |
| ___ 9. to go away without causing any problems | i. let up |
| ___ 10. to become less severe; to stop | j. longitude |

____ 11. the total plant life in an area

k. lousy

____ 12. an area of wet land partially or totally covered with water

l. moist

____ 13. a narrow sea between two pieces of land

m. optimum

____ 14. to wash the surface of something

n. phenomenon

____ 15. the place in the distance where land and sky seem to meet

o. swamp

____ 16. to become

p. turn into

____ 17. a substance in its gaseous state

q. uneasy

____ 18. a little worried; uncomfortable

r. unit

____ 19. a specific quantity used as a standard of measurement

s. vapor

t. vast

u. vegetation

v. wash off

w. wood

B. Answer each question with a word from the word form chart.

1. What two measurements are required to specify a geographical location?

2. What is a small forest?

3. What may be dangerous in a river?
4. What is the opposite of "tiny"?
5. What do we hope storms will do? (three answers)
6. How can you describe a dark, rainy day?
7. How may you feel when you are alone in the street at night?
8. What is a very wet area of land?
9. What is the deep part of a river?
10. What should you do to your car if it is dirty?
11. What are used to state measurements?
12. What do you see in the distance when you are on a ship in the ocean ?
13. What do you call something which is perfect for its purpose?
14. What is another word for "gas"?

Study Exercises

C. Write **T** if the sentence is true and **F** if it is false.

- ____ 1. Sunlight is not a phenomenon.
- ____ 2. Trees and plants are examples of vegetation.
- ____ 3. A swamp is similar to a desert.
- ____ 4. Dark clouds are an indication of an approaching storm.
- ____ 5. Forests are unusually smaller than woods.
- ____ 6. If the storm lets up, the weather will be worse,
- ____ 7. An ounce is a unit of weight measurement.
- ____ 8. There are vast deserts in the Middle East.
- ____ 9. Boiling water produces vapor.
- ____ 10. "Uneasy" means "difficult."
- ____ 11. Television sets have channel selectors.
- ____ 12. A storm is not an example of lousy weather.
- ____ 13. It is usually gloomy at noon on a sunny day.
- ____ 14. The equator is a line of longitude.

____15. Moist areas usually have more vegetation than dry areas.

D. Match each two- or three-word verb with its synonym. You may use a letter more than once.

- | | |
|------------------------|---|
| ____1. run against | a. to go away without damage |
| ____2. bear up under | b. to get better |
| ____3. blow over | c. to make someone's mood better |
| ____4. run for | d. to become less severe |
| ____5. bring on | e. to clean the surface |
| ____6. clear up | f. to survive |
| ____7. step aside | g. to cause |
| ____8. cheer up | h. to become sick with |
| ____9. let up | i. to become |
| ____10. take over | j. to compete with |
| ____11. come down with | k. to moisten |
| ____12. wash off | l. to indicate |
| ____13. feel up to | m. to gain control |
| ____14. turn into | n. to feel well enough to |
| | o. to compete for |
| | p. to permit someone to take your place |

E. Complete the analogies with a word or phrase from the word form chart.

1. Night : day :: desert : _____
2. illness: get better :: storm : _____
3. solid : liquid :: liquid: _____
4. stormy weather :: _____ : mood
5. symptom: illness :: _____ : problem
6. small: tiny:: big : _____

7. nicest house :: _____ : condition
8. car: bus :: _____ : forest
9. injured : wounded :: _____ : worried

4. Media

Table 1.4 Media Words

NOUN	VERB	ADJECTIVE	ADVERB
		capital	
censor	censor	censored	
censorship			
circulation	circulate	circulated	
		circulating	
contemporary		contemporary	
			fairly
firmness		firm	firmly
focus	focus on	focused	
glance	glance		
	go over		
humility	humble	humble	humbly
		humbling	
interpretation	interpret	interpreted	
interpreter			

mention	mention		
omission	omit	omitted	
	pass on		
	put across		
reaction	react		
sincerity		sincere	sincerely
	touch on		
	turn down		
vagueness		vague	vaguely
version			
write up	write up		

Definitions and Examples:

1. **glance** [to look at something very quickly]

I **glanced** at the headlines as I stood at the bus stop

A quick **glance** at her desk showed her that she had a lot of work to do

2. **omit** [not to include]

The news article **omitted** some important details.

The **omitted** information was an attack on the government.

3. **go over** [to review]

The reporter from the paper **went over** the story with me carefully,

This cover **goes over** the computer when it is not in use to protect it from dust.

The police **went over** the clues again and again to try to discover more information about the killer.

This article **goes over** the basis of the problem.

4. **contemporary** (a) [of the current time period]

The story is a **contemporary** one-it occurs in the second half of the twentieth century.

Contemporary writers are often influenced by writers of the past.

(b) [a person of about the same age or time]

The two famous authors were **contemporaries** who spent a lot of time together.

Professor Michaelson was my **contemporary** at the university.

5. **Sincere** [honest]

He seemed sincere, but I did not know whether to trust him.

The man was sincerely sorry that his car had struck the little girl.

6. **capital** (a) [large {used only to describe letters in writing}]

You should begin each sentence with a **capital** letter.

Some people use only **capital** letters when they print.

(b) [2-11: the city where the government of a state or country located]

Washington, D.C., is the **capital** of the United States.

7. **humble** (a) [not big, expensive, or important]

He has a **humble** job with the government and does not have any power.

(b) [not proud, modest]

She is very **humble** and never talks about her achievements.

I **humbly** ask for your forgiveness.

8. **pass on** {separable} [to give to someone]

The employee **passed on** the suggestion to her supervisor.

If you have any ideas about who committed the crime, you should **pass** them on to the police.

When you finish the book, **pass it on** to a friend.

9. **put across** {separable} [to explain adequately]

That article **puts across** its main points well.

The speaker had several interesting ideas, but he did not **put** them **across** effectively.

10. **censor** [to force someone to omit some part of a written or spoken communication]

The press in some countries is severely **censored**; it is not permitted to print articles against government policies.

Many people are against all forms of **censorship**, they believe that there should be no

restrictions on the media.

Her letter had been **censored**, and some of the words were blacked out.

11. **circulation** [the average number of copies of a publication sold during a time period]

The magazine with the largest **circulation** in the United States is TV Guide.

12. **circulate** [to flow; to move around]

The blood **circulates** through the body.

That news is **circulating** all over town.

The party's host **circulated** among his guests.

13. **mention** [to say something in a small way]

The article **mentioned** my name twice.

In the government report no **mention** was made of the crisis.

Please do not even **mention** that topic to my grandmother, or she will get angry.

14. **touch on** [to mention]

The article **touched on** that idea but did not explain it in depth.

The president's speech **touched on** a variety of topics but was mainly concerned with the war.

15. **vague** [not specific]

That article was quite **vague**; it mentioned hardly any specific information.

If you try to talk about something that you do not know much about, your speech will be

too **vague**.

16. **write up** {separable} [to take information and put it into a connected written form]

The reporter **wrote up** the story from his notes.

In chemistry lab, we have to **write up** each of our experiments after their completion.

Sometimes it takes less time to do the experiment than to **write it up**.

Her **write-up** of the information was over ten pages long.

17. **version** [a form of a type or original]

I prefer the movie **version** of that book.

There are many **versions** of the Bible in English, but the most popular one was translated in the seventeenth century.

18. **fairly** (a) [quite]

These two versions of that play are **fairly** similar; there are very few differences between them.

(b) [adequately]

The students thought the lecture was **fairly** good, but they had expected it to be much better.

(c) fair [4-1: with equal consideration to all]

A good professor must be **fair** to all students.

19. **firm** (a) [not weak or uncertain]

The president's voice was **firm** during his speech; he left no room for arguments.

When you shake a person's hand, you should do so **firmly**.

(b) [not soft]

It is important to build a house on **firm** ground.

I like to sleep on a **firm** bed; if it is too soft, I get a backache.

20. **focus** (on) (a) [a center of activity, attraction, or attention]

The **focus** of the article was on possible solutions to the problem.

The professor told us to be sure that our papers **focused** on only one aspect of the issue.

(b) [to adjust a camera to clearness]

He spent a moment **focusing** the camera and then took the picture.

21. **interpret** [to explain or tell the meaning of]

After the president gives a speech, the media try to **interpret** exactly what each sentence means.

If you go to a country where you do not speak the language, you may need an **interpreter**.

22. **reaction** [an action or condition which follows and is caused by another action]

The population's **reaction** to the president's speech was favorable.

As a **reaction** against the recent increase in crime, some people have begun to carry weapons.

23. **turn down**{(separable) [to refuse]

The newspaper wanted to publish her story, but she **turned** them **down**.

Few reporters would **turn down** the opportunity to interview the president.

24. **figure** (a) [a shape or form drawn to help explain something]

Articles in scientific journals often contain many **figures** which help explain their main point.

(b) (2-24: a number]

A mathematician works with **figures**.

Introductory Exercises

A. Match each word with its definition.

___1. to cover or review

a. capital

___2. to explain adequately

b. censor

___3. Honest

c. circulation

___4. not specific

d. contemporary

___5. to say something in a small way

e. fairly

___6. Quite

f. firm

- | | |
|--|---------------|
| ___7. to mention | g. focus |
| ___8. a form of a type or original | h. glance |
| ___9. to explain or tell the meaning of | i. go over |
| ___10. to refuse | j. humble |
| ___11. the average number of copies of a publication sold during a time period | k. interpret |
| | l. mention |
| ___12. large (used only to describe letters) | m. omit |
| ___13. to look at something very quickly | n. pass on |
| ___14. to force someone to omit some part of a written or spoken communication | o. put across |
| | p. reaction |
| ___15. not to include | q. sincere |
| ___16. of the current time period | r. touch on |
| ___17. to give someone (information) | s. turn down |
| ___18. to take information and put it into a connected written form | t. vague |
| | u. version |
| ___19. not weak or uncertain | v. write up |
| ___20. a center of activity, attraction or attention | |
| ___21. an action or condition which follows and is caused by another action | |

B. Answer each question with a word from the word form chart.

1. What do students do with the information which they gather in a lab experiment?
2. What do people do with job offers that they don't want to accept?
3. Name an action done with the eyes.
4. What do many governments do to information that they don't like?
5. What job can you do if you know two languages well?

6. How does a very honest person speak?
7. How does a person speak if he doesn't know enough about his topic?
8. What does the blood do in the body?
9. What should you do with information that someone else needs?
10. What does a speaker hope to do with his main ideas?
11. What do the citizens do to a new government policy?
12. What do we call art that has been produced recently?

Study Exercises

C. Write **T** if the sentence is true and **F** if it is false.

- ___1. A sincere person often lies.
- ___2. A glance is a quick look at something.
- ___3. Newspaper and magazine publishers want a large circulation.
- ___4. An interpreter tries to put across someone else's ideas.
- ___5. The focus of an article is usually a small detail.
- ___6. It is good to omit important things when you write a report.
- ___7. Governments censor ideas that they like.
- ___8. Most of the letters in an English sentence should be capital ones.
- ___9. Humble people do not talk about their own achievements.
- ___10. If you do not understand something you have read, you should go over it again.
- ___11. Something which is contemporary was created recently.
- ___12. Vague articles in the newspaper give a lot of detailed information.
- ___13. People want their elected leaders to be firm in their actions.
- ___14. Good speakers put across their ideas clearly.

D. Match each word with its opposite.

- | | |
|---------------------|--------------|
| ___ 1. Contemporary | a. weak |
| ___ 2. Firm | b. pass |
| on | |
| ___ 3. Glance | c. proud |
| ___ 4. Humble | d. dishonest |
| ___ 5. Omit | e. focus on |
| ___ 6. keep | f. old |
| ___ 7. sincere | g. accept |
| ___ 8. turn down | h. include |
| ___ 9. vague | i. new |
| | j. |
| | specific |
| | k. examine |

E. Match each two-word verb with its definition.

- | | |
|------------------------|--|
| ___ 1. blow over | a. to become |
| ___ 2. clear up | b. to give to someone |
| ___ 3. go over | c. to refuse |
| ___ 4. let up | d. to wash the surface of something |
| ___ 5. pass on | e. to become less severe |
| ___ 6. put across | f. to mention |
| ___ 7. touch on | g. to take information and put it into a |
| connected written form | |
| ___ 8. turn down | h. to explain adequately |
| ___ 9. turn into | i. to accept |
| ___ 10. wash off | j. to become clear |

- ___11. write up k. to go away without causing any problem
 l. to review

5. Crime

Table 1.5 Crime Words

NOUN	VERB	ADJECTIVE	ADVERB
accusation	accuse	accusing	Accusingly
		Accused	
annoyance	Annoy	annoying	Annoyingly
		Annoyed	
	Break into		
	Check up on		
	Clear up		
concealment	conceal	Concealed	
confinement	confine	Confining	
		Confined	
Desperation		desperate	desperately
escort	Escort		
evidence		evident	Evidently
	Get away		

	Get away with		
inquiry	inquire	Inquiring	
involvement	involve	involved	
kidnapper	kidnap	Kidnapped	
	Look into		
Property			
punishment	punish	Punishing	
Ransom	ransom	ransomed	
release	release	Released	
Rifle			
sentence	Sentence		
suspect	suspect	suspicious	Suspiciously
Suspicion			
task			
threat	threaten	threatening	Threateningly
trial	try		
wealth		Wealthy	
witness	witness		

Source: A Vocabulary Series for ESL book

Definitions and Examples:

1.

nnoy [to bother]

The police told me to call them immediately if the man **annoyed** me again.

Any noise while I am studying **annoys** me.

The phone calls are not a major problem, they are only an **annoyance**.

2.

conceal [to hide]

The robber carried a **concealed** weapon: a small gun, hidden in his pocket.

You should **conceal** your money carefully so that no one steals it.

3.

itness [a person who sees a crime or some other event]

The police questioned all the **witnesses** to the robbery.

The **witnesses** to the accident said it was not my fault.

If you **witness** a crime, you should call the police.

4.

onfine [to keep a person or animal in a prisonlike situation]

After her arrest, she was **confined** for six months; then, they let her leave the jail.

He should be **confined** so that he cannot hurt anyone else.

Most people fear **confinement** in any small or dark place.

5.

vidence [physical proof concerning a crime]

The police searched the scene of the crime for **evidence**.

The jury did not believe the **evidence** against her and decided she was innocent of the murder.

6.

kidnap [to steal a person; to take and hold a person against his or her will]

They **kidnapped** the small girl and demanded money from her parents.

The **kidnappers** killed their victim when the police got too close to them.

7.

look into [to investigate]

The police promised to **look into** the robbery although there was very little evidence.

My boss said that he would **look into** my complaint about the lack of safety rules in the factor.

8.

unish [to do something negative to a person because he has done wrong]

The mother **punished** her little boy because he had lied to her.

He was not allowed to watch television for a week.

His **punishment** for his crime was five years of confinement in a state prison.

9.

ransom [money paid to kidnappers in order to get a kidnap victim back]

The kidnappers demanded \$100,000 **ransom** for the return of the child

The government paid a high **ransom** for the return of the president.¹⁷

10.

elease [to permit someone or something to leave some confinement]

The kidnappers **released** the executive after the ransom had been paid.

The police **released** the woman because there was not enough evidence against her.

11.

trial (a) [the procedure in a court of law during which a person is judged guilty or innocent]

His **trial** lasted for three weeks, but he was finally found to be innocent

The jury heard a lot of strong evidence during the five-day **trial**.

She was **tried** and found guilty last year.

(b) [a source of annoyance]

Their three-year-old child is quite a **trial**; she is always crying.

(c) [la test]

This company has a two-month **trial** period for all new employees; after two months, the

final decision about their continued employment is made.

12.

escort [to go with another person in order to guard or accompany him or her]

The police guard **escorted** the arrested criminal to jail.

Her friend **escorted** her to the wedding.

The president's **escorts** walked in front of him.

13.

accuse [to state that a person is to blame for a crime or other negative action especially to officially blame someone]

The police **accused** her of murdering her boss.

The **accused** man was taken to jail.

The child **accused** his friend of lying to him.

The police must prove their **accusations**.

14.

inquiry [a systematic investigation, often of an event of public interest]

The police **inquiry** into the death of Mr. Smith was not a success; they found no useful evidence.

During the **inquiry**, it was discovered that her death had not been an accident

15.

inquire [to investigate; to ask]

The police are **inquiring** about her movements on the night of the murder.

16.

rifle [a type of gun which is several feet long]

The soldiers carried their **rifles** on their shoulders.

A high-powered **rifle** can shoot a long distance.

17.

sentence [a judgment given in a court which specifies the punishment for the criminal]

The judge read the **sentence**: "Twenty years in the state prison."

The prisoner will be **sentenced** as soon as the trial is finished.

18.

ask (a) [an assigned piece of work, which must often be finished within a certain time period]

The teacher gave each of us a different **task** to accomplish during the hour.

The boss was pleased that his newest employee always finished her **tasks** quickly.

(b) [something hard or unpleasant that has to be done]

I have been laboring over this **task** for weeks.

My least favorite **task** is cleaning the bathroom.

19.

threaten [to express intent to injure or damage]

The prisoner **threatened** to kill the judge who sentenced him to prison.

The large dog made a **threatening** sound.

That disease is a **threat** to the whole city.

The escaped prisoner will be a **threat** until he is caught again.

20.

uspicion [doubt that a person is innocent or honest]

There is **suspicion** that she killed her husband.

The police **suspect** that she poisoned him.

She was acting **suspiciously** during the week before he died: she did not go home at all.

21.

ealth [the money or possessions someone has]

He lost his **wealth** through a bad business deal.

Wealthy people often have large houses.

22.

property (a) [the land owned by someone]

She wants to build a small house on her **property**.

People in this city have to pay **property** taxes.

(b) [the things owned by someone]

The police recovered the stolen **property** and returned it to the owner.

23.

reak into [to use force to enter a building without permission]

The men **broke into** the bank and stole \$50,000.

He **broke into** our house and kidnapped my brother.

24.

heck up on [to investigate]

The police will **check up on** all the witnesses' stories.

My parents are so suspicious! They are always **checking up on me**.

25.

clear up (separable) (a) [to find the solution]

The police expect to **clear up** the mystery soon.

This situation is complicated, but we can **clear it up** by reviewing last night's events.

(b) [5-3: to become clear]

This bad weather should **clear up** soon.

26.

esperate [having little or no hope]

The **desperate** bank robber shot one of the witnesses.

The **desperate** parents prayed for the life of their dying child.

27.

nvolve (a) [to bring into a situation]

The murderer did not want his family to be **involved** with his trial.

The police think that a large gang of criminals is **involved** in the robberies.

(b) [to include as a necessary part]

Becoming a lawyer **involves** many years of studying.

My pet bird got away and never came back.

28.

et away [to escape]

The prisoners **got away** during the night.

My pet bird **got away** and never came back.

29.

get away with [to escape punishment for]

They **got away with** their crime because there was insufficient evidence against them.

My mother always lets my little brother **get away with** everything

Introductory Exercises

A.

Match each word with its definition.

- | | | |
|-------|---|----------------|
| _____ | 1. | a. accuse |
| | o use force to enter a building without permission | |
| _____ | 2. | b. annoy |
| | o doubt that a person is innocent or honest | |
| _____ | 3. | c. break into |
| | o judgment given in a court which specifies the punishment for the criminal | |
| _____ | 4. | d. check up on |
| | o to state that a person is to blame for a crime | |
| _____ | 5. | e. clear up |
| | o permit someone or something to leave some confinement | |
| _____ | 6. | f. conceal |
| | o do something negative to a person because he has done something wrong | |
| _____ | 7. | g. confine |
| | o keep a person in a prisonlike situation | |

_____	8. o bother	h. desperate
_____	9. o hide	i. escort
_____	10. hysical proof concerning a crime	j. evidence
_____	11. he money paid to kidnappers in order to get a kidnap victim back	k. get away
_____	12. he procedure in a court of law during which a person is judged guilty or innocent	l. inquiry
_____	13. systematic investigation	m. involve
_____	14. type of gun which is several feet long	n. kidnap
_____	15. o steal a person	o. look into
_____	16. person who sees a crime or some other event	p. property
_____	17. o go with another person in order to guard or accompany him or her	q. punish
_____	18. o express intent to injure or damage	r. ransom
_____	19. he land owned by someone	s. release

_____	20.	_____	t. rifle
	aving little or no hope		
_____	21.	_____	u.
	o escape		sentence
			v.
			suspicion
			w. task
			x.
			threaten
			y. trial
			z. wealth
			aa.
			witness

B.

Answer each question with a word from the word form chart.

1. hat do the police need to find to solve a mystery?
2. ame a type of gun.
3. ho travels with a president?
4. hat do thieves do to wealthy peoples' houses?
5. hat do parents pay for the release of a kidnapped child?
6. hat do criminals do with their weapons so that the police cannot see them?

7. What do parents do to their children who behave badly?
8. How does a criminal feel when he sees no hope of escape?
9. What are you if you see a crime?
10. During what procedure is a person judged guilty or innocent?
11. What is ten years in prison an example of?
12. When a ransom is paid to kidnappers, what should happen to the victim?
13. What can you call the land you own?
14. What is a job that you have to do?
15. What is the statement, "I'm going to kill you," an example of?
16. What does a loud noise do to you if you are trying to sleep?
17. What do you call a person who the police think committed a crime?

Study Exercises

C.

Write T if the sentence is true and F if it is false.

- _____ 1. Most people enjoy receiving punishment.
- _____ 2. If something is concealed, you cannot easily see it.
- _____ 3. A cage is a place of confinement.
- _____ 4. People kill people with rifles.
- _____ 5. Witnesses give statements about evidence at trials.
- _____ 6. A kidnapping victim must be a child.

_____7. If the police suspect someone of committing a crime, they may accuse that person.

_____8. The purpose of a police inquiry is to gather evidence concerning crime.

_____9. Threats are always carried out.

_____10. People usually enjoy being released from confinement.

_____11. An annoying noise is one that bothers you.

_____12. Criminals want to receive harsh sentences.

_____13. Murderers get away with their crimes when they are found guilty their trials.

D. Complete the analogies with a word or phrase from the word form chart.

1. friend: companion :: accompany : _____

2. steal: jewel :: _____ : person

3. disagree : argue :: _____ accuse

4. white black :: poverty : _____

5. research: facts :: inquiry : _____

6. doctor: fee :: kidnapper : _____

7. promise help :: hurt : _____

E. In each blank, write the most appropriate two- or three-word verb from the list below. You may use each verb more than once.

blow up die down clear up

tie up lay in break into

give away give up get away with

look into check up on

1. In order to _____ the bank, the robbers used a bomb.

2. The robbers _____ the night guard, whom they found inside the bank.
3. The police decided to _____ the information that the bank guard gave them about the robbers.
4. The police thought that they could _____ their uncertainty about the identities of the robbers by _____ any similar robberies in the past.
5. The robbers finally _____ when the police cornered them in their hotel room.

6. Family

Table 1.6 Family Words

NOUN	VERB	ADJECTIVE	ADVERB
acquaintance	acquaint		
affection		affectionate	affectionately
		alike	
		like	
	blow up		
breakup	break up		
Dear		dear	
	drop in		
		grateful	gratefully
hand-me-down	hand down		
harmony	harmonize	harmonious	harmonious

	hear from		
	make up		
		mutual	mutually
neglect	neglect	neglected	
		neglectful	neglectfully
obligation	obligate	obligatory	obligatorily
	oblige		
offense	offend	offensive	offensively
	part	apart	
portrait	portray		
portrayal			
resemblance	resemble		
sibling			

Source: A Vocabulary Series for ESL book

Definitions and Examples:

1. sibling [a brother or sister]

Many parents want their child to have at least one **sibling**; they feel that an only child will be lonely.

The question on the psychologist's questionnaire read, "How many **siblings** do you have?" I have one brother, so I wrote "1" in the blank.

2. portrait [a picture of a person]

A family **portrait** hung on the wall of their living room.

That artist paints many **portraits**.

3. portray [to show]

That newspaper article **portrayed** the government official as a criminal.

Bears are often **portrayed** as dangerous animals, but actually most bears avoid all contact with man if they can.

4. resemble [to look or appear similar to]

He **resembles** his mother: they have the same dark eyes.

The **resemblance** between them is quite strong; they look like twins.

5. part [to leave someone]

The couple **parted** sadly at the airport.

Parting from loved ones is always difficult.

It is difficult to live **apart** from people that you love.

6. grateful [thankful]

I am very **grateful** to you for helping me.

The **grateful** students gave the teacher a gift at the end of the term.

7. acquaintance [someone you know, but not as a close friend]

I have many **acquaintances** but only two real friends.

They are **acquainted**, but they do not know each other well.

8. alike [the same; quite similar]

They are **alike** in their interest in old cars.

Those twins look exactly **alike**.

9. break up [to end a romantic relationship]

After a twenty-year marriage, they **broke up** when their daughter went away to college; now they live apart from each other.

The **breakup** of a marriage is usually very upsetting for the children.

She is crying because she **broke up** with her boyfriend.

10. make up (a) [to become friends again after a period of fighting]

They did not speak to each other for two weeks, but finally they **made up**.

He argues with her a lot, but they always **make up** soon after.

(b) [5-12: to invent]

The child **made up** a story to explain why he had been late to dinner.

11. hear from [to receive communication from]

I have not **heard from** him for the past two years.

A: When did you **hear from** her last?

B: She called me last night.

12. hand down [to give to a younger relative]

The little boy always wore clothes **handed down** from his older brother

This old watch has been **handed down** in my family from father to son for four generations.

Many younger siblings have to wear a lot of **hand-me-downs**.

13. blow up (a) [to get angry suddenly]

My father really **blew up** when I told him I had had an accident with his car.

My parents **blow up** at me sometimes, but they do not stay angry very long.

(b) [5-9: {separable} to explode]

The building was destroyed when the bomb **blew it up**.

14. drop in (on, at) [to visit without warning]

Let's **drop in** at Grandmother's house on our way home.

My parents **drop in** on us at least once a week; I wish they would call before they come.

North Americans rarely **drop in** on friends without calling first.

We **dropped in at** the restaurant for some coffee after the movie.

15. offend [to cause hurt feelings, anger, or difficulty]
They were **offended** when she did not come to their wedding.

We thought that his bad language was quite **offensive**.

When you visit another country and do not understand the customs, it is easy to **offend** people.

16. neglect (a) [to give little attention or respect to]
Those children look **neglected**, their clothes are very dirty, and they look hungry.

Some older people in the United States are **neglected** by their children.

(b)[to leave undone]

He was fired because he **neglected** his work.

If you **neglect** your studies, you will not graduate.

17. obligation [a duty; something that you should do]
Parents have an **obligation** to take care of their children.

We are **obliged** to pay taxes in this country.

I cannot leave until I have fulfilled all my **obligations** to my company.

The taking of that course is **obligatory** for all seniors.

18. affection [an emotion which is less strong than love]
They have been friends for years and have great **affection** for each other.

She is a very **affectionate** child; she is always kissing people, even ones she has just met.

19. dear [highly valued; precious]

She was a **dear** friend for many years, I was very sad when she died.

He holds that job very **dear**; if he is dismissed, he will be very upset.

My aunt is such a **dear**; she writes us every month and visits us often.

20. mutual [directed by each one toward the other(s)]

Their **mutual** affection is obvious; when they are together, they are always laughing

They have been **mutual** enemies for years; each hates the other.

21. harmony (a) [an internal calm]

Our family does not live in constant **harmony**; we often have big arguments.

They have a very **harmonious** relationship; they agree on everything and never fight.

(b) [a pleasing arrangement of parts]

That painting has a lot of **harmony**; it is very balanced.

That singing group is very **harmonious**.

Introductory Exercises

A. Match each word or phrase with its definition

- | | |
|-------|---|
| _____ | 1. an emotion less strong than love |
| _____ | 2. to cause hurt feelings, anger or difficulty |
| _____ | 3. to give to a younger relative |
| _____ | 4. to end a romantic relationship |
| _____ | 5. to leave someone |
| _____ | 6. to look or appear similar to |
| _____ | 7. a brother or sister |
| _____ | 8. thankful |
| _____ | 9. to become friends again after a period of fighting |
| _____ | 10. to get angry suddenly |

_____	11. to give little attention or respect to
_____	12. highly valued; precious
_____	13. an internal calm
_____	14. directed by each one toward the other(s)
_____	15. a duty; something that you should do
_____	16. to visit without warning
_____	17. to receive communication from
_____	18. the same; quite similar
_____	19. a picture of a person

B. Answer each question with a word from the word form chart.

1. When an artist paints a picture of a person, what is it called?
2. What is something that you should do?
3. Who is someone whom you know, but not well?
4. What do you feel for your friends?
5. What should you do after you fight with someone?
6. What are your brothers and sisters?
7. What are clothes that you get from an older sibling?
8. How do you feel when someone helps you?
9. What should parents not do to their children?
10. What do you do to people if you are not polite to them?
11. What is a divorce an example of?
12. What condition do people want within their families?

Study Exercises

C. Write **T** if the sentence is true and **F** if it is false.

- _____ 1. Your uncle is your sibling.
- _____ 2. If you blow up at someone, you should make up later.
- _____ 3. People are usually happy to hear from their friends.
- _____ 4. If someone is dear to you, you will be sad when you have to part.
- _____ 5. Good parents neglect their families.
- _____ 6. Children should be grateful to their parents.
- _____ 7. People usually do not bring up their older siblings.
- _____ 8. Children hand down clothes to their older siblings.
- _____ 9. People want harmony in their family life.
- _____ 10. A good person does not neglect his obligations.
- _____ 11. People usually resemble their acquaintances.
- _____ 12. Couples who are divorced live apart.

D. In each blank, write the most appropriate two-word verb from the list following each sentence.

1. The man was standing on the street and _____ anti-government information.
- a. handing down
 - b. handing out

- c. handing over
2. He was _____ by some friends of his parents after they were killed.
a. brought about b. brought on c. brought up
 3. Her car is old and _____ every week.
a. breaks down b. breaks into c. breaks up
 4. They _____ at a bar before they went to the restaurant for dinner.
a. dropped in b. dropped out c. dropped over
 5. This watch was _____ to me by my father.
a. handed down b. handed out c. handed over
 6. His sickness was _____ by his not getting enough rest.
a. brought on b. brought over c. brought up
 7. He is lonely because he has just _____ with his girlfriend.
a. broken down b. broken into c. broken up
 8. Many students _____ of college if they get poor grades.
a. drop in b. drop out c. drop over
 9. His goal as a politician is to _____ positive changes in his country.
a. bring about b. bring on c. bring up
 10. That store has been _____ twice recently. Now they have a guard at night.
a. broken down b. broken into c. broken up

E. Complete the analogies with a word or phrase from the word form chart.

1. used: car :: _____ : clothing
2. die: life :: _____ : relationship
3. must: necessity :: should: _____
4. repair: machine :: _____ : relationship
5. peace : country :: _____ : family

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ESSENTIAL ENGLISH FOR EFL STUDENTS

English is the world's language, and knowing it makes a person a global citizen. English has a specific significance in nations where it is recognized as an official language and utilized for communication. According to statistics, about 670 million individuals are proficient and competent in English (Crystal, 2004). Everyone is aware of the language, but only a few are fluent in it. We learn our mother tongue via hearing, speaking, reading, and writing, but English is discovered in the opposite sequence.

This is why most people believe there is no need to learn the language. The goal of learning a language is to be able to use it in everyday situations. As a result, inadequate English language abilities delay efficient communication flow, leading to misinterpretation, frustration, and blockages (Sanden, 2020). Because English is the dominant language, competency in it is essential. We cannot expect to survive in the global world if we do not know the language. Below is the how the position or how important English is in everyday life

