



DAR2/Professional/157/4/2019

PENDALAMAN MATERI BAHASA INGGRIS

MODUL 4: ENGLISH FOR ENTERTAINMENT

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Kementerian Pendidikan dan Kebudayaan
2019

Judul : English for Entertainment
Penulis : Lutfi Istikharoh, M.Pd
ISBN : -
Editor : Prof. Dr. Putu Kerti Nitiasih, MA
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Penyunting : Suhandhini, M.Pd.
Desain Sampul dan Tata Letak : Berkah Dian Sofiadi, S.Pd
Penerbit : Kemendikbud
Redaksi : Jl. Raya Dukuh Waluh PO BOX 202
Purwokerto, Banyumas 53182
Distributor Tunggal : 5 November 2019
Cetakan Pertama : 2019

Hak cipta dilindungi Undang-Undang

Dilarang memperbanyak modul ini dalam bentuk dan dengan cara apapun tanpa ijin tertulis dari penerbit

KATA PENGANTAR

Puji syukur kami panjatkan kehadirat Tuhan Yang Maha Esa yang telah melimpahkan rahmat dan hidayahNya sehingga telah tersusun *Modul 4 English for Entertainment* sebagai *Modul Hybrid Learning* Pendalaman Materi Profesional Bahasa Inggris pada Program Pendidikan Profesi Guru (PPG). Modul 4 ini memuat materi pembelajaran tentang *Biography, Hisorical Recount, Fables* dan *Legends*.

Pengadaan modul pembelajaran ini dimaksudkan sebagai panduan bagi para peserta PPG selama mengikuti proses pembelajaran Daring 2. Modul 4 ini menyediakan sumber belajar dan contoh teks yang memuat informasi, pengetahuan dan ketrampilan yang perlu diketahui dan dikuasai oleh para peserta; didukung dengan latihan-latihan yang membantu para peserta memahami materi modul; dan dilengkapi tes formatif dan tes summative untuk menguji pemahaman para peserta PPG akan materi yang terdapat dalam modul.

Keberhasilan dalam penyelesaian modul 4 ini tidak terlepas dari dukungan, kerjasama dan komitmen dari seluruh pihak yang terlibat mulai dari tahap persiapan, pelaksanaan hingga penyelesaian modul ini. Oleh karena itu, kami mengucapkan terima kasih kepada Direktur Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan yang telah memfasilitasi kami dalam penyusunan modul ini. Tak lupa ucapan terima kasih kami sampaikan kepada Prof. Dr. Putu Kerti Nitiasih, M.A. dan Dra. Nury Supriyanti, MA. yang telah dengan setia mendampingi dan membimbing kami dalam membuat Modul 4 ini.

Dalam penyajian Modul 4 ini kami sadari masih memerlukan penyempurnaan. Oleh karena itu dukungan, masukan, dan pemikiran semua pihak dalam penyempurnaan modul ini menjadi unsur penting kebersamaan dalam memajukan pendidikan guru di Indonesia.

Purwokerto, 5 November 2019

Penyusun Modul 4

Lutfi Istikharoh, M.Pd

DAFTAR ISI

COVER DEPAN	i
COVER DALAM	ii
KATA PENGANTAR	iii
DAFTAR ISI	iv
ENGLISH FOR ENTERTANMENT	1
LEARNING ACTIVITY 1: BIOGRAPHY	2
A. Introduction	2
B. Main Section	4
C. Closing Section	24
LEARNING ACTIVITY 2: HISTORICAL RECOUNT	24
A. Introduction	24
B. Main Section	31
C. Closing Section	47

LEARNING ACTIVITY 3: FABLES	53
A. Introduction	52
B. Main Section	56
C. Closing Section	70
LEARNING ACTIVITY 4: LEGENDS	76
A. Introduction	76
B. Main Section	79
C. Closing Section	95

<p>WELCOME TO MODULE 4</p> <p>ENGLISH FOR ENTERTAINMENT</p>

Module 4 is designed to improve English skills for entertainment. The skills can make you learn how to narrate and deliver the story in correct sequence. This skill is very important and necessary for teacher as the main duty of an English teacher is the ability of entertaining students by telling stories in an interesting way to create an interactive teaching.

In this module, you will learn *folktale, fable, biography, and historical recount* which are both spoken and written. You are supposed to enrich your skills in getting important information, normally hidden moral message from the stories learnt. These kinds of narrative genre will emphasize on the *definition, generic structure, social function, and language features*.

The topics are divided into four learning activities, and each activity provides you with *expected learning outcomes, learning materials and learning activities* which provide you with learning sources and assignments, *discussion forum, summary, reflection, formative test, and references*. In the end of this module, the *final test* is given.

To make you have better understanding on these kinds of text and to gain the learning objective to this module, you are expected to read all materials presented in this module. You

also need to follow the instructions step by step carefully. Hopefully, you will gain more knowledge and skills after your learning this hybrid module.

CHAPTER 1: BIOGRAPHY



A. INTRODUCTION

- 1) Short Description
 - a) What is biography?

- ❖ A biography, or simply bio, is a detailed description of a person's life. It involves more than just the basic facts like education, work, relationships, and death; it portrays a person's experience of these life events. and may include an analysis of the subject's personality.
- ❖ Biographical works are usually non-fiction, but fiction can also be used to portray a person's life. One in-depth form of biographical coverage is called legacy writing. Works in diverse media, from literature to film, form the genre known as biography.

b) Is it similar with CV?

- ❖ Unlike a profile or curriculum vitae (résumé), a biography presents a subject's life story, highlighting various aspects of his or her life, including intimate details of experience,

2) Relevance

a) Study the following explanation.

Have you ever read a biography of a character? It is so pity when you only read it without knowing the details of a biographical text. Therefore, you will deepen what is a biographical text and how the biographical text process is compiled or made. So, let's start right away, check it out!

b) Understanding Biography text

In language, biography is composed of two words namely Bios which means Life and Graphia which means writing. In English and in its terms, Biography text is a detailed description or account of a person's life and written by someone else, it is non-fiction text.

3) Learning guide

In this learning activities, you will observe a kind of recount text, namely biographical recount and how to write it well and correctly. To begin with, you are supposed to see some examples of biography text. You have to analyze the generic structure, the language feature, as well as the grammar used in this kind of text. You have to know that the main function of this text is to describe the historical events.

A. BIOGRAPHY

1. Learning Outcomes

What will you master after finishing learning this topic?

After learning the materials in this chapter, you will be able to:

a. Attitude

internalize , uphold, and put into action religious, moral, and ethical values, integrity, accountability, independence, tolerance, care, mutual respect, peace, collaboration, and nationalism.

b. Knowledge

- 1) understand, apply, and compare the social functions, text structures, and lexicogrammatical features of Biography relevant to the contexts of situation
- 2) understand that biographies give an account of a person's life and achievement
- 3) explore several different types of biographies to help determine their area of interest

c. Skill

- 1) Analyze the grammar features, vocabularies used, and language features used in biography text.
- 2) Create a text of biography in a good sequence based on the generic structure of recount text of biography
- 3) Perform a biography based on the mind mapping made
- 4) Interview a famous inspiring person as the source of the biography created
- 5) Demonstrate comprehension of the passage by answering questions which require basic understanding and interpretation of the content.

2. Sub-Learning Outcomes

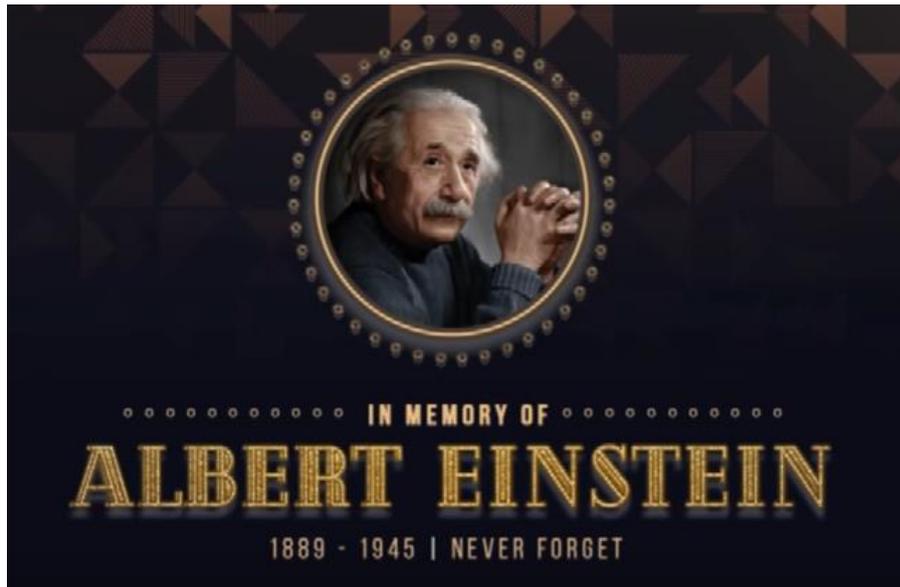
Having mastered all the materials of recount text in this module, you are expected to:

- a Explore your own opinion about the one you write in your created biography
- b Find out the positive things, good examples, and inspiration of the person you write as the topic
- c Improve your communication skills by interviewing other.
- d Understand specific vocabularies used in biography

TASK 1

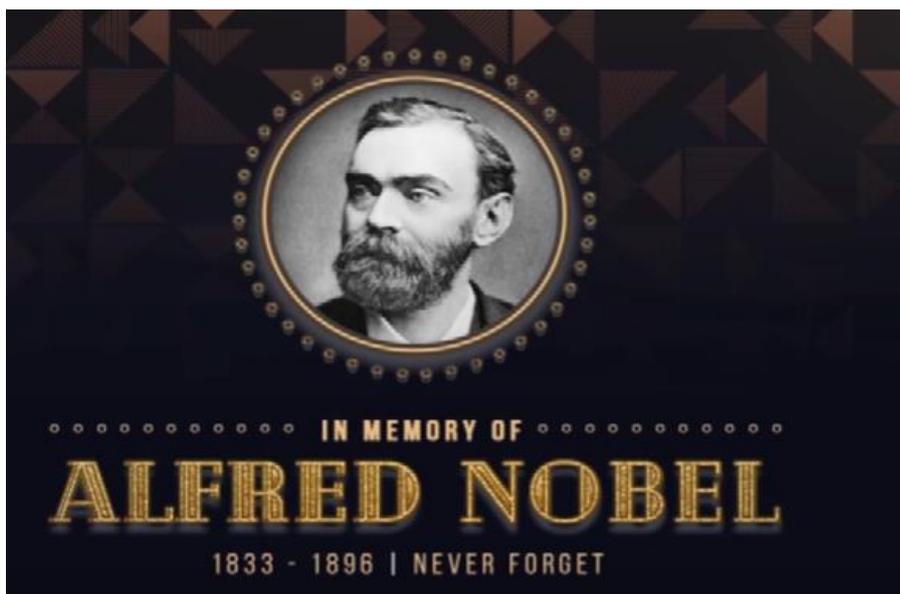
Please watch the biography of three famous persons in the world. You should pay attention on each detail of their life. You also have to take the good moral values that can be learnt from them.

Video 1



Source <https://www.youtube.com/watch?v=7XFZD5frKJc>

Video 2



<https://www.youtube.com/watch?v=hd6tMhYzRAM>

Video 3



https://www.youtube.com/watch?v=zo_0tkXn5AM

After you watch the videos, please fill in the table below, don't forget to also put the details of each event, you may mention the date and the place of the events. Please discuss with your partner to make more detailed information.

Points to focus	Video 1	Video 2	Video 3
Who is the person?			
What is the person?			
His birth			
Parents or family			
Childhood			
School Life			
Carrier Life			
Marriage			

Points to focus	Video 1	Video 2	Video 3
Family life			
Achievement(s)			
Death			
Moral Values			

3. Learning Material and Activities

a Definition

Biographies are the one genre that can open their eyes and hearts to people who have made a difference in the world. They can learn about lives and eras of both the past and present.

b Function of Biography

To know a person's story about his / her life outside of any accomplishments this person may be known for and to give lots of information easily and to educate the readers.

TASK 2

WITHOUT READING the biography of Soekarno, do the task below to find out your knowledge about our first president of Indonesia?

1. Fill in the chart below!

childhood	Education and Early Adult	Adulthood	End of his life
<ul style="list-style-type: none"> • When was Soekarno born? • _____ _____ • Where was Soekarno born? • _____ _____ • Name the parents and/or brothers or sisters he had • _____ _____ 	<ul style="list-style-type: none"> • Where did Soekarno go to school? • _____ _____ • What was Soekarno like as a child? • _____ _____ • What did Soekarno like to do in his free time? • _____ _____ 	<ul style="list-style-type: none"> • Write the name of Soekarno's spouse and/or his children • _____ _____ • What was his career? • _____ _____ • Where did Soekarno live with his family? • _____ _____ 	<ul style="list-style-type: none"> • When did Soekarno die? • _____ _____ • Where did Soekarno die? • _____ _____ • Why did Soekarno die? • _____ _____

2. Compare your knowledge to your friends' works! What do you think?
3. Do you still have lack information about him? Why? Why not? Discuss with a friend!

c Characteristics of Biography

Biography is not written by subject and is always written in third person. In other words, biographical texts are not made by people who are being told their life history, but are told by other people in the perspective of third people.

Based on research, the text is based on the fact that a character's life experience contains the story or history of a character in his or her life, whether it is in the form of strengths, problems or deficiencies written by other people so that it should be an example. It describes the person's surroundings (where, when and how the person lived). It uses vivid language to narrate events. **Clear language must really be applied** in a biographical text to avoid mistakes in the information presented.

d Grammar and language features

- ❖ Use of simple past tense. A simple form of events that occurred in the past. Use the second verb form (verb 2).

e.g.:

- The family then moved to his stepfather's home country.

- He was born on August 4, 1961 in Honolulu, Hawaii.

- ❖ Temporal sequence and temporal conjunction are used as a link between one sentence with another sentence in chronological order.

e.g.:

His parents separated when he was two years old.

- ❖ Focus on Specific participant

In biography, the only character is the main center of the text.

- ❖ Use of Action verbs. Group of words that describe something that is actively done by a character.

e.g.:

The family then **moved** to his stepfather's home country.

❖ **Vocabularies in Biography**

Biography is closely related to the journey of someone's life. Therefore, you should be familiar with the words below. These words are very common in the biography text. So, memorize, understand, and try to use them in your sentences.

Biography sentences	
At the age of	As a child
When he	A few years later
Two years later	The following year
In January 1996	Sadly
During	Unfortunately
Biography sentences	
During	Luckily
While this was happening	As he grew older
From that time	Although
However	Often he
Eventually	Later
Many times	Early in 2009
Many months later	Soon afterwards
He will be most remembered for	In her final years
Finally	Several months passed
At that time	Her dedication to
Years passed before	After dedication to
Shortly before	For several years

TASK 3

Now, read the text below and analyze the generic structure of the text, can you?

<p>Raden Adjeng Kartini, in full Lady Raden Adjeng Kartini, (born April 21, 1879, Majong, Java [Indonesia]—died September 17, 1904, Rembang Regency, Java), Javanese noble woman whose letters made her an important symbol for the Indonesian independence movement and for Indonesian feminists.</p>	
<p>Her father being a Javanese aristocrat working for the Dutch colonial administration as governor of the Japara Regency (an administrative district), Kartini had the unusual opportunity to attend a Dutch school, which exposed her to Western ideas and made her fluent in Dutch. During adolescence, when she was forced to withdraw to the cloistered existence prescribed by tradition for a Javanese girl of noble birth, she began to correspond with several Dutch friends from her school days. She also knew and was influenced by Mevrouw Ovink-Soer, wife of a Dutch official and a dedicated socialist and feminist. In her letters Kartini expressed concern for the plight of Indonesians under conditions of colonial rule and for the restricted roles open to Indonesian women. She resolved to make her own life a model for emancipation and, after her marriage in 1903 to a progressive Javanese official, the Regent of Rembang, she proceeded with plans to open a school for Javanese girls.</p>	
<p>Kartini died at the age of 25 of complications after the birth of her first child, but J.H. Abendanon—former director of the Department of Education, Religion, and Industry—arranged for publication of her letters in 1911, under the title <i>Door duisternis tot licht</i> (“Through Darkness into Light”). The book enjoyed great popularity and generated support in the Netherland for the Kartini Foundation, which in 1916 opened the first girls’ schools in Java, thus fulfilling Kartini’s ambition. Her ideas were also taken up by Indonesian students attending Dutch universities, and in 1922 an Indonesian translation of the letters was published. Although Indonesian nationalist aims went far beyond her ideas, she became a popular symbol, and her birthday is celebrated as a holiday.</p>	

e Generic Structure

**GRAMMAR and
LANGUAGE FEATURES**

- Use of simple past tense. A simple form of events that occurred in the past. Use the second verb form (verb 2).
e.g. :
 - The family then moved to his stepfather's home country.
 - He was born on August 4, 1961 in Honolulu, Hawaii.

- Temporal sequence and temporal conjunction are used as a link between one sentence with another sentence in chronological order.
e.g. :
His parents separated when he was two years old.

❖ **ORIENTATION (INTRODUCTION)**

It is the opening paragraph, gives the readers the background information of the person. Usually contains narrated biodata such as full name, place and date of birth.

❖ **EVENTS**

In events, it should be a chronological order. This stage is part of the events or events experienced by the character. It contains an explanation of a good story in the form of problem solving, career processes, and various events that have been experienced by the character to lead to success.

❖ **RE-ORIENTATION (CLOSING)**

It consists of a conclusion or a comment or the writer. Tell about the contribution or the contribution of the person. In closing, this section contains the views of the author of the narrated character. This authentication is optional, so there may or may not be.

TASK 4

Now, you will have more knowledge about the life of Soekarno by reading the text below. To summarize the life of our first president, fill in the figure below! You may discuss with your friends by referring to the text.

Early life of Soekarno	<ul style="list-style-type: none">•He was born•His father....
Education of Soekarno	<ul style="list-style-type: none">•He went to a local elementary school...•He then...
Marriage and Divorce	<ul style="list-style-type: none">•He married to....•He.....
Political Carier	<ul style="list-style-type: none">•He founded PNI...•He....
Indonesian Independence	<ul style="list-style-type: none">•August 15, 1945, Japan surrendered to the Allied Powers....•.....
Soekarno's Death	<ul style="list-style-type: none">•On. on June 21, 1970....
Your opinion about Soekarno	<ul style="list-style-type: none">•Soekarno was so charming (completed with your opinion)

Sukarno was born on June 6, 1901, in Surabaya and was given the name Kusno Sosrodihardjo. His parents later renamed him Sukarno after he survived a serious illness. Sukarno's father was Raden Soekemi Sosrodihardjo, a Moslem aristocrat and school teacher from Java. His mother Ida Ayu Nyoman Rai was a Hindu of the Brahman Caste from Bali. Ir. Soekarno is well-known as the founding Father of Indonesia was the first president known as proclaimer with Dr. Mohammad Hatta.

Young Sukarno went to a local elementary school until 1912. He then attended a Dutch middle school in Mojokerto, followed in 1916 by a Dutch high school in Surabaya. The young man was gifted with a photographic memory and a talent for languages, including Javanese, Balinese, Sundanese, Dutch, English, French, Arabic, Bahasa Indonesia, German, and Japanese. He graduated from Technische Hoge School (**Bandung Institute of Technology*), Bandung In 1926.

While in Surabaya for high school, Sukarno lived with the Indonesian nationalist leader Tjokroaminoto. He fell in love with his landlord's daughter Siti Oetari, who he married in 1920. The following year, however, Sukarno went to study civil engineering at the Technical Institute in Bandung and fell in love again. This

time, his partner was the boarding-house owner's wife Inggit, who was 13 years older than Sukarno. They each divorced their spouses and married each other in 1923.

Inggit and Sukarno remained married for 20 years but never had children. Sukarno divorced her in 1943 and married a teenager named Fatmawati. She would bear Sukarno five children, including Indonesia's first female president, Megawati Sukarnoputri. In 1953, President Sukarno decided to become polygamous in accordance with Muslim law. When he married a Javanese woman named Hartini in 1954, First Lady Fatmawati was so angry that she moved out of the presidential palace. Over the next 16 years, Sukarno would take five additional wives: a Japanese teen named Naoko Nemoto (Indonesian name Ratna Dewi Sukarno), Kartini Manoppo, Yurike Sanger, Heldy Djafar, and Amelia do la Rama.

On July 4th 1927, Soekarno founded the PNI (Indonesian National Party) to achieve the independence. His charisma and intelligence made him famous as an orator who can excite people. Dutch feel threatened by the attitude of his nationalism. In December 1929, Soekarno and other PNI leaders were arrested and imprisoned.

PNI itself dissolved and changed into PARTINDO. His struggles continued after he was released, but in August 1933, the proclinator of Indonesian re-arrested and exiled to Ende, Flores, then moved to Bengkulu. Soekarno was released when the Japanese took over the Dutch. Japan called Ir. Soekarno, Mohammad Hatta, Ki Hajar Dewantara and K.H. Mas Mansur founded PUTERA (Pusat Tenaga Rakyat) for the benefit of Japan.

However, more precisely PUTERA fight for the people's interests. As a result, Japan disperses PUTERA. When his position in the Asia Raya started recessive War Allies, the Japanese established BPUPKI. At the hearing BPUPKI on June 1st 1945, Soekarno put forward the idea of a basic State called Pancasila. After BPUPKI disbanded, he was appointed as chairman of PPKI. After that Japan call Soekarno, Hatta, and Radjiman Wedyodiningrat to Ho Chi Minh City in Vietnam to meet with General Terauchi to discuss the issue of Indonesian independence.

On August 15, 1945, Japan surrendered to the Allied Powers. Sukarno's young supporters urged him to immediately declare independence, but he feared retribution from the Japanese troops still present. On August 16, the impatient youth leaders kidnapped Sukarno and then convinced him to declare independence the following day.

On August 18 at 10 a.m., Sukarno spoke to a crowd of 500 in front of his home and declared the Republic of Indonesia independent, with himself serving as president and his friend Mohammad Hatta as vice president. He also promulgated the 1945 Indonesian Constitution, which included the Pancasila. Together with

Hatta, Soekarno proclaimed Indonesia's independence on behalf of Indonesian on August 17th, 1945 in East Pegangsaan street no. 56, Jakarta.

This independence is the result of the struggle of the entire of Indonesian. One day later, he was inaugurated as the first President of Indonesia. He ruled for 22 years. On March 12, 1967, Sukarno was formally ousted from the presidency and placed under house arrest at the Bogor Palace. The Suharto regime did not allow him proper medical care, so Sukarno died of kidney failure on June 21, 1970, in the Jakarta Army Hospital. He was 69 years old.

TASK 5

Again, you have to perform your monologue speaking using the chart above by considering three speaking descriptors below:

No	Speaking elements	Descriptors
1.	Fluency	<ul style="list-style-type: none"> a. Speaking normally b. Speaking without hesitation c. Spaking without too many stops d. Speaking without too many fillers
2.	Accuracy	<ul style="list-style-type: none"> a. Speaking with full range of structure naturally and appropriately b. Speaking with full flexibility of vocabulary c. Speaking with natural and accurate idiomatic language
3.	Appropriateness	<ul style="list-style-type: none"> a. Speaking with a right topic b. Speaking with right phrases c. Speaking with a right way

You may explore your sentences using your own opinion or knowledge you get from your friends or from internet. The more you know the more you can speak up.

TASK 6

You have learnt much about Biography Text, then have you imagined how to write a biography by your own? Before you write your own created-biography of one of inspiring person you know well, please the tips to write a biography from an interview.

How to Write a Biographical Article From an Interview

Newspaper, magazine or Web articles about a specific person or organization are called personal profiles. While profiles do not carry the same urgency as hard, breaking news, they are interesting, descriptive biographical pieces. To write your profile, you'll start with research, follow through with the famous "Five W" elements, clarify a "nut graph" or topic thesis, and then revise and polish.

a Choosing Your Subject and Angle

Once you have chosen your subject, think about the most interesting aspect of that person. Why did you choose him or her? **What drew your attention to this person? Chances are, that's your angle for the story.** Keep the focus on the person, however; if you are interviewing the owner of a new business, your article should mostly be about the owner, not the business itself.

b Preparation and Interviewing Your Subject

Start with the five W's -- the who, what, when, where and why/how. For example, you could ask your business owner:

c Planning and Drafting Your Article

After the interview is complete, review your notes and highlight the most important information. It's time to come up with your "nut graph," or the thesis of your article. This should be one sentence or paragraph summarizing the who, what, when, where, why/how, signaling to the reader why the article is important or interesting.

For example: Rosanna DiMarco is the founder of "Pie in the Sky," a new pizza shop in Central Square that combines the idea of traditional Italian pizza with fruity, sugary pies.

d Revising and Editing

After the first draft of your profile is complete, read through and cut out any words or sentences that are not essential. For example, readers need to know the type of pizza Rosanna's shop serves, but they don't need to know the names of all her employees or the price of each kind of pie.

Next, check your order: Paragraphs should usually be ordered from the most interesting or important at the top, to the least important at the bottom.

Finally, **edit for correct spelling, grammar and punctuation.**

Pay attention to these important things to consider:

Word choice – did the author choose interesting words that help you paint a picture in your mind? Does the opening sentence grab the readers' attention?

Using details (for example, details about what the characters do, feel, say, and think and realistic dialogue, using comparison – 'like' and 'as')

Organization – Can you understand what the author is trying to say? Are the events in a logical sequence?

Sentences – Is there a mix of sentence lengths or are some sentences too long? Do sentences start with different words or do many sentences start the same way?

Theme/topic – Does the author stick to the topic/story line or talk about other things that don't really fit with the plot?

After you have read the tips for writing biography by an interview, discuss and answer these questions with your friends.

- 1. Is it okay to write a biography of a person who is still alive?**
- 2. Thick the polite questions and cross the impolite questions below!**

Are you religious?	
Is your wife beautiful?	
Do you manage all by yourself?	
Are you a smoker?	
How do you like drawing much?	
Where did you buy the equipment?	

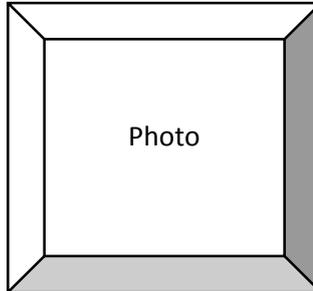
3. **Do you need your friend's feedback on your writing?**
4. **Do you need to think much about the correct spelling, grammar, and punctuation?**

Do an interview for your biography writing. Before doing the interview, discuss the questions will be asked with your partner to outline your writing.

Who is the subject?		Title
What drew your attention to this person?		Orientation
Who...?		Events
Where...?		
What...?		
How...?		
.....		
Contributions, quotes, or mottos		Re-orientation

Do your writing here. Attach his/her picture if possible.

“.....”



	Orientation
	Events
	Re-orientation

Please consider the following writing descriptors so your writing will be well-organized.

No	Writing Elements	Descriptors
1.	Task Response	<ul style="list-style-type: none"> a. fully addresses all part of the task b. presents a fully developed position c. fully extended and well-supported ideas
2.	Coherence and Cohesion	<ul style="list-style-type: none"> a. skillfully manages paragraphing b. sequences information and ideas logically
3.	Lexical Resource	<ul style="list-style-type: none"> a. provides wide range of vocabulary b. rare minor errors occur only as “slips”
4.	Grammatical Range and Accuracy	<ul style="list-style-type: none"> a. provide wide range of structure with full flexibility and accuracy b. rare minor errors occur only as “slips”

TASK 7

WATCH THIS AND ANALYZE THE WAY SHE PERFORMS
TO DELIVER THE BIOGRAPHY OF RA KARTINI

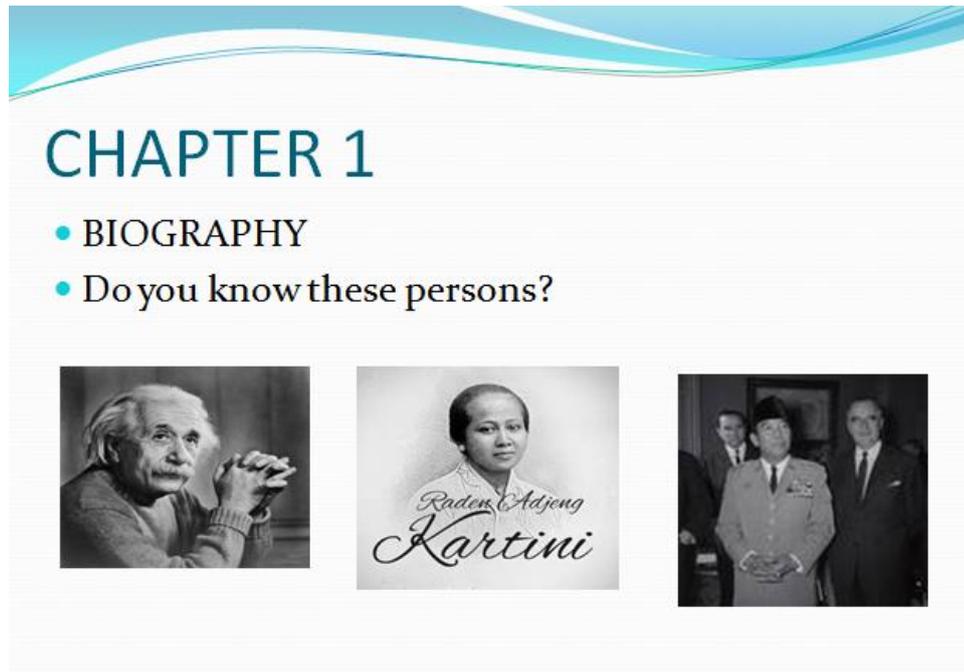


You have seen two examples of biography recount and a video of how to deliver the biography of R.A Kartini. Now, you have to try to deliver your created biography confidently. Practice it at least 3times before performing so you will get used to it. Use the following descriptors to guide you present your work optimally. Have a try! 😊

No	Speaking elements	Descriptors
1.	Fluency	<ol style="list-style-type: none">Speaking normallySpeaking without hesitationSpaking without too many stopsSpeaking without too many fillers
2.	Accuracy	<ol style="list-style-type: none">Speaking with full range of structure naturally and appropriatelySpeaking with full flexibility of vocabularySpeaking with natural and accurate idiomatic language
3.	Appropriateness	<ol style="list-style-type: none">Speaking with a right topicSpeaking with right phrasesSpeaking with a right way

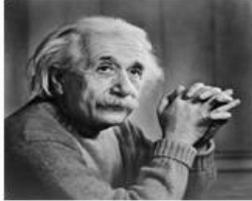
B. CLOSING SECTION

1. Summary



CHAPTER 1

- BIOGRAPHY
- Do you know these persons?



BIOGRAPHY RECOUNT

WHAT

- a literary genre that portrays the experiences of all these events occurring in the life of a person, mostly in a chronological order.
- Unlike a resume or profile, a **biography** provides a life story of a subject, highlighting different aspects of his of her life

AIMS

- is to inform you. That means It gives you information

SOCIAL FUNCTION

- **entertain** the readers (or both)

HOW

- written in formal language.
- using compound and complex sentences, containing connectives.
- Written in the past tense and usually written in chronological order (in time order)

2. Reflection

REFLECTIVE SUMMARY

- 1) *In this activity, I have learned*
.....
- 2) *The key features of Biography include*.....
.....
- 3) *What I like most about this activity is/are*.....
.....
- 4) *What I need to improve/learn more is/are*.....
.....

3. Formative tests

Choose the best answer (A, B, C, or D)

General Sudirman was a high ranking Indonesian military officer during the Indonesian national revolution. He was the first commander-in-chief of the Indonesian Armed Forces, he continues to be widely respected in the country.

On 12 November 1945, at an election to decide the military's commander-in-chief in Yogyakarta. The 24 years old Sudirman was chosen over Oerip Soemohardjo in a close vote. While waiting to be confirmed, Sudirman ordered an assault on British and Dutch forces in Ambarawa. The ensuing battle and British withdrawal strengthened Sudirman's popular support, and he was ultimately confirmed on 18 December. General Sudirman commanded military activities throughout Java, including a show of force in Yogyakarta on 1 March 1949. When the Dutch began withdrawing, in July 1949 Sudirman was recalled to Yogyakarta and forbidden to fight further. In late 1949 Sudirman's tuberculosis returned, and he retired to Magelang, where he died slightly more than a month after the Dutch recognized Indonesia's independence. He is buried at Semaki Heroes' Cemetery in Yogyakarta.

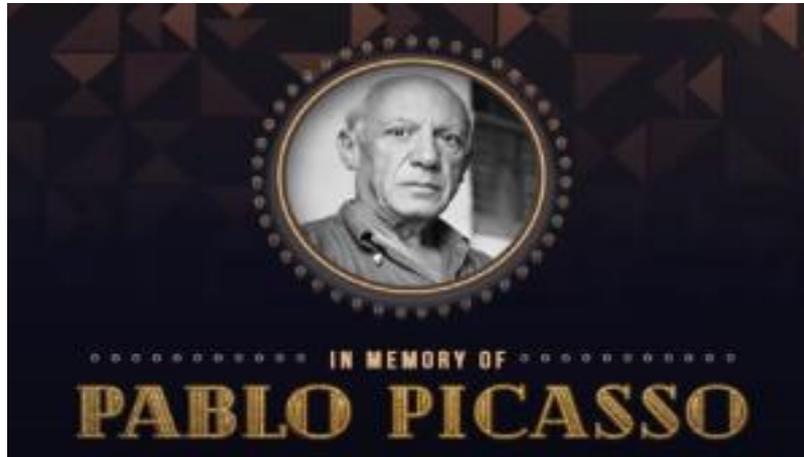
1. What is the text about?
 - A. A biography of General Soedirman
 - B. The family of General Soedirman
 - C. The death of General Soedirman
 - D. A spirit of General Soedirman for the Indonesian Armed Forces
2. How was Soedirman selected as the leader?
 - A. By a vote
 - B. Chosen by Oerip Soemohardjo
 - C. By his own idea
 - D. By the military's commander-in-chief

3. What can we infer from the text?
 - A. His uncle's name was also Soedirman
 - B. January is the month of Maulud
 - C. Soedirman was shot and died in the military war
 - D. Soedirman died when he was relatively young

4. How can you learn from him?
 - A. He was always sick
 - B. He was a brave man
 - C. He was retired
 - D. He was lazy

5. Which sentence is the CORRECT one?
 - A. He passed away in his young age
 - B. He always fought with Oerip Soemohardjo
 - C. He had had his tuberculosis in his 27
 - D. His cemetery is in Ambarawa

Audio 1



<https://www.youtube.com/watch?v=Op0at4nf5lw>

6. What is the genre of the text above?
 - A. A descriptive text about Pablo Picasso
 - B. A recount about the trip of Pablo Picasso
 - C. A historical recount about Pablo Picasso
 - D. A biography of Pablo Picasso

7. Who is Picasso?
 - A. He was a famous painter
 - B. He was a teacher
 - C. He was a professor
 - D. He was an art teacher

8. What is the purpose of the speaker?
 - A. To entertain the reader
 - B. To explain about Pablo Picasso
 - C. To inform that Pablo Picasso was an artist
 - D. To describe Pablo Picasso

9. Who taught Pablo Picasso about art?
- A. Maria Picasso Y Lopez
 - B. Don Jose Ruiz y Blasko
 - C. A teacher in School of Fine Arts
 - D. Senior of Picasso
10. Based on the audio you heard, what is not told about Picasso?
- A. His birth
 - B. His childhood
 - C. His marriage
 - D. His habits

Answer Key

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

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MODULE 4:
ENGLISH FOR ENTERTAINMENT
LEARNING ACTIVITY 2 HISTORICAL RECOUNT

By

Lutfi Istikharoh

**KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
DIREKTORAT JENDERAL PEMBELAJARAN DAN KEMAHASISWAAN
OKTOBER 2019**

WELCOME TO MODULE 4 ENGLISH FOR ENTERTAINMENT

Module 4 is designed to improve English skills for entertainment. The skills can make you learn how to narrate and deliver the story in correct sequence. This skill is very important and necessary for teacher as the main duty of an English teacher is the ability of entertaining students by telling stories in an interesting way to create an interactive teaching.

In this module, you will learn *folktale, fable, biography, and historical recount* which are both spoken and written. You are supposed to enrich your skills in getting important information, normally hidden moral message from the stories learnt. These kinds of narrative genre will emphasize on the *definition, generic structure, social function, and language features*.

The topics are divided into four learning activities, and each activity provides you with *expected learning outcomes, learning materials and learning activities* which provide you with learning sources and assignments, *discussion forum, summary, reflection, formative test, and references*. In the end of this module, the *final test* is given.

To make you have better understanding on these kinds of text and to gain the learning objective to this module, you are expected to read all materials presented in this module. You also need to follow the instructions step by step carefully. Hopefully, you will gain more knowledge and skills after your learning this hybrid module.

LEARNING ACTIVITY 2 HISTORICAL RECOUNT



C. Introduction

5) Short Description

c) What do you know about historical recount?

Well, based on its name, historical recount is closely related to the history of a place or an object which is very memorable and considered important throughout life. This type of the text is a kind of recount which explains about the chronological events occurred in the past. When you want you share your personal experience, then you are trying to make your personal recount. When you are talking about a famous and influential person, you are talking about biography. When you are going to make a story of an invention, for example, then you are explaining about when, where and how it was invented and surely about the person who found it, then you are talking about historical recount.

- d) What should be considered to make historical recount?

As mentioned before that this type of recount is related to a history, then the text should be scientific. It should be based on the fact, based on the real situation of the events occurred. However, some opine that writing historical recount could be based on your imagination or even what people said about the historical events.

- e) What is the difference from personal recount?

In historical recount, you don't need to be personally involved in your historical recount writing like when you write your personal recount.

6) Relevance

- c) Study the following explanation

Have you ever read a historical story about a place or an object? Do you master a history of one or more places? Is it true based on the scientific or the real history? How can you narrate them? Do you mention the precise date when the history takes place? It is a must for teachers to master some histories since they should tell them in front of their students in a very detailed historical text. Therefore, you will deepen what is a historical text and how the biographical text process is compiled or made. So, let's start right away, check it out!

7) Learning Guide

In this learning activities, you will observe a kind of recount text, namely historical recount and how to write a good historical essay. To begin with, you are supposed to see some examples of historical text. You have to analyze the generic structure, the language feature, as well as the grammar used in this kind of text. You have to know that the main function of this text is to

B. MAIN SECTION

1. Learning Outcomes

What are the learning outcomes today?

After learning the materials in this chapter, you are expected to be able to:

- a. **Attitude**
internalize , uphold, and put into action religious, moral, and ethical values, integrity, accountability, independence, tolerance, care, mutual respect, peace, collaboration, and nationalism.

- b. **Knowledge**
 - 1) To figure out the historical recount in general
 - 2) To recognize and describe the outline structures and language features used in historical recount.
 - 3) To analyze how the writer created the story in sequenced order
 - 4) To write a historical recount based on your finding in the articles of newspaper, magazine, etc
 - 5) To apply the knowledge to engage in social functions with recount text in contextually acceptable text structures and lexico-grammatical features

- c. **Skills**
 - 1) To identify the generic structure of each paragraph
 - 2) To create a historical recount using a story using map
 - 3) To perform monologue of created historical recount confidently
 - 4) To analyze the language used in the text

2. Learning material and Learning Activities



d) What is historical Recount?

- ◆ Historical recount is concerned with a history of a place or an object.
- ◆ Historical recount is closely related to the history of a place or an object which is very memorable and considered important throughout life. This type of the text is a kind of recount which explains about the chronological events occurred in the past.

e) Function of Historical recount

- ◆ To describe past historical experiences by retelling chronological events by involving the important dates, characters as well as the place of the events. The historical recount should be presented scientifically based on the facts found when the events take place or written creatively based on the writer's imagination because it functions to either inform or entertain the readers (or both).
- ◆ To perform all-interpretive aspects in the historical recount to be able to compile historical synthesis based on the existence of careful research through the selection of historical facts.

f) Characteristics of Historical Recount

Before you have more activities on historical recount, you should be able to recognize the characteristics of the historical recount, namely;

- Retelling the past historical events
- Upholding the history of a place or an object
- Written scientifically or imaginatively
- Purposing to informing or entertaining (can be both)

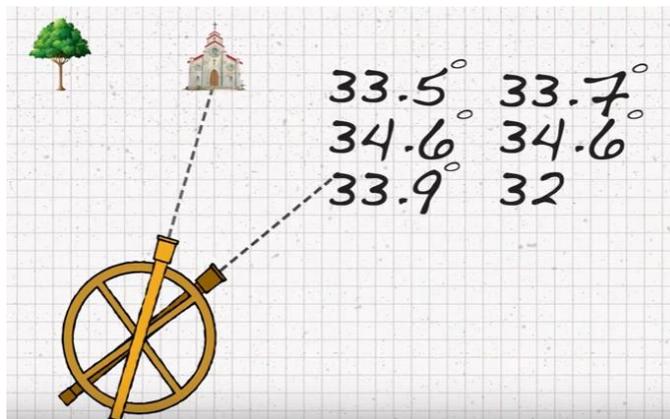
You could write a historical recount about:

- A well-known battle
- The development of an invention
- An event which changed society

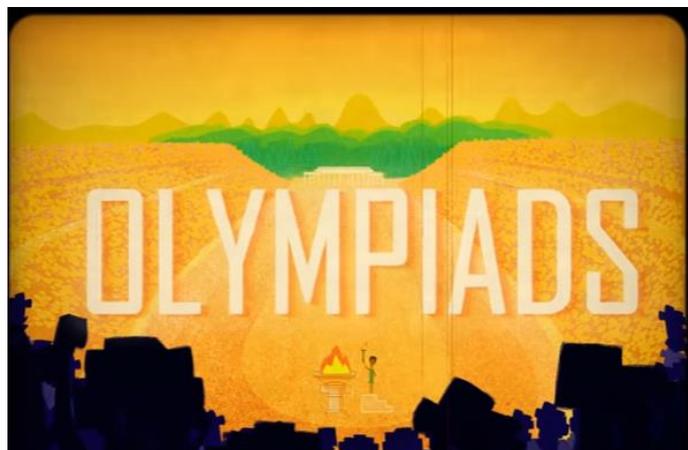
To help you more familiarized with historical recount, please watch the videos carefully and do **TASK 1** with your partner.



https://www.youtube.com/watch?v=vxrIgN0vx_c



<https://www.youtube.com/watch?v=e3eHHwcMVcA>



<https://www.youtube.com/watch?v=VdHHus8IgYA>

TASK 1

After you watch the videos, please fill in the table below, discuss with your partner.

Points to discuss	Video 1	Video 2	Video 3
What is the video about?			
When did it happen?			
Who get involved?			
Where did it happen?			
Chronological events	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Evaluative words			

g) Generic Structure

❖ ORIENTATION (INTRODUCTION)

In this paragraph, you should include the opening paragraph introducing the participant, setting of time, as well as setting of place.

❖ EVENTS

In events, you must be aware that it should be a chronological order. This stage is part of the events experienced by the characters. It contains a series of events so that it constructs a complete historical series.

❖ RE-ORIENTATION (CLOSING)

It consists of a conclusion or a comment or sums up of evaluation made by the writer. This authentication is optional, so there may or may not be.

h) Grammar and language features

What should you know about the grammar and the language features of the historical recount. Let's discuss!

- The participant of historical recount must be specific, it could involve persons, animals or things).
- The use of correct pronouns referring to the participants of the text.
- It deals with the use of material processes or actions verbs.
- It uses some adverb phrases to mention location, manner, and frequency, such as in the afternoon, carefully, and never.
- It used the past tense in the sentences because historical recount tells the readers about past events,
- It also requires the use of adjectives to describe the objects.
- The use of evaluative words are absolutely needed to assess the significance of something,
- The historical recount should be focusing on the ordered events which were signaled by the use of time connections like *after that, ,after, before, finally, etc*

Now, to make you more comprehend with the historical recount, please pay attention to the examples given!

Examples / Illustrations

BATTLE OF SURABAYA	
The Battle of Surabaya was <u>fought</u> between pro-independence Indonesian soldiers and militia against British and British Indian troops as a part of the Indonesian National Revolution	→ Orientation
The peak of the battle was in November 1945 . The battle <u>was</u> the heaviest single battle of the revolution and <u>became</u> a national symbol of Indonesian resistance. Fighting broke out on 30 October <i>after</i> the British commander, Brigadier A. W. S. Mallaby was <u>killed in a skirmish</u> . Although the Colonial forces largely <u>captured</u> the city in three days , the poorly armed Republicans <u>fought for three weeks</u> , and thousands <u>died</u> as the population <u>fled to the countryside</u> .	→ Events
The battle and defence mounted by the Indonesians <u>galvanised</u> the nation in support of independence and <u>helped</u> garner international attention. For the Dutch, it <u>removed</u> any doubt that the Republic <u>was</u> not simply a gang of collaborators without popular support. It also <u>had</u> the effect of convincing Britain that wisdom lay on the side of neutrality in the revolution; <i>within a few years</i> , in fact, Britain <u>would</u> support the Republican cause in the United Nations.	→ Events
Considered a heroic effort by Indonesians, the battle <u>helped</u> galvanise Indonesian and international support for Indonesian independence. 10 November is celebrated annually as Heroes' Day.	→ Re-orientation

Then, from this history 'Battle of Surabaya', it can be summarized as follows (Look at some words in bold, italics, or underlined as examples) :

- The general nouns, namely ‘battle’, ‘**British**’, ‘**British Indian troops**’, ‘**Colonial forces**’, ‘**armed Republicans**’, ‘**Indonesians**’, ‘**Dutch**’, ‘**Britain**’, ‘**British commander**’, and ‘**United Nations**’ (in bold).
- The third person such as, ‘Brigadier A. W. S. Mallaby’ (in green)
- The a number of action verbs used in the text such as ‘captured’, ‘fought’, ‘killed’, ‘died’ and ‘fled’ (in bold and underlined).
- Some adverbs of time, place, and manner in the text such as ‘**within a few years**’, ‘*in November 1945.*’, ‘*in November 1945.*’, ‘*to the countryside*’, ‘*for three weeks*’, ‘*in three days*’, and ‘*in a skirmis*’ (in bold).
- The adjectives used like ‘popular’, ‘convincing’ and ‘heroic’(in blue).
- The evaluative words ‘heaviest single battle’, ‘poorly armed Republicans, (in red).
- The verbs in past tense like ‘was’, ‘helped’, ‘became’, ‘had’, ‘would’, ‘galvanised’, ‘, and ‘removed’ (underlined).
- The temporal sequences such as ‘after’, ‘within’ (in italic)

TASK 2

Now, read this text below and analyze the generic structure of the text. Then, you should be able to decide whether the following statements are **T** if the answer is **True** or **F** if the answer is **False** or or **NG** if the answer is **Not Given**. You may discuss it with a friend.

The Dutch launched a military offensive on 19 December 1948 which it termed Operation Crow.

By the following day it had conquered the city of Yogyakarta, the location of the temporary Republican capital. By the end of December, all major Republican held cities in Java and Sumatra were in Dutch hands.

The Republican President, Vice-President, and all but six Republic of Indonesia ministers were captured by Dutch troops and exiled on Bangka Island off the east coast of Sumatra.

In areas surrounding Yogyakarta and Surakarta, Republican forces refused to surrender and continued to wage a guerrilla war under the leadership of Republican military chief of staff General Sudirman who had escaped the Dutch offensives. An emergency Republican government, was established in West Sumatra.

On March 1, 1949 at 6 am, Republican forces launched March 1 General Offensive. The Offensive caught the Dutch by surprise. For his part, Hamengkubuwono IX allowed his palace to be used as a hide out for the troops.

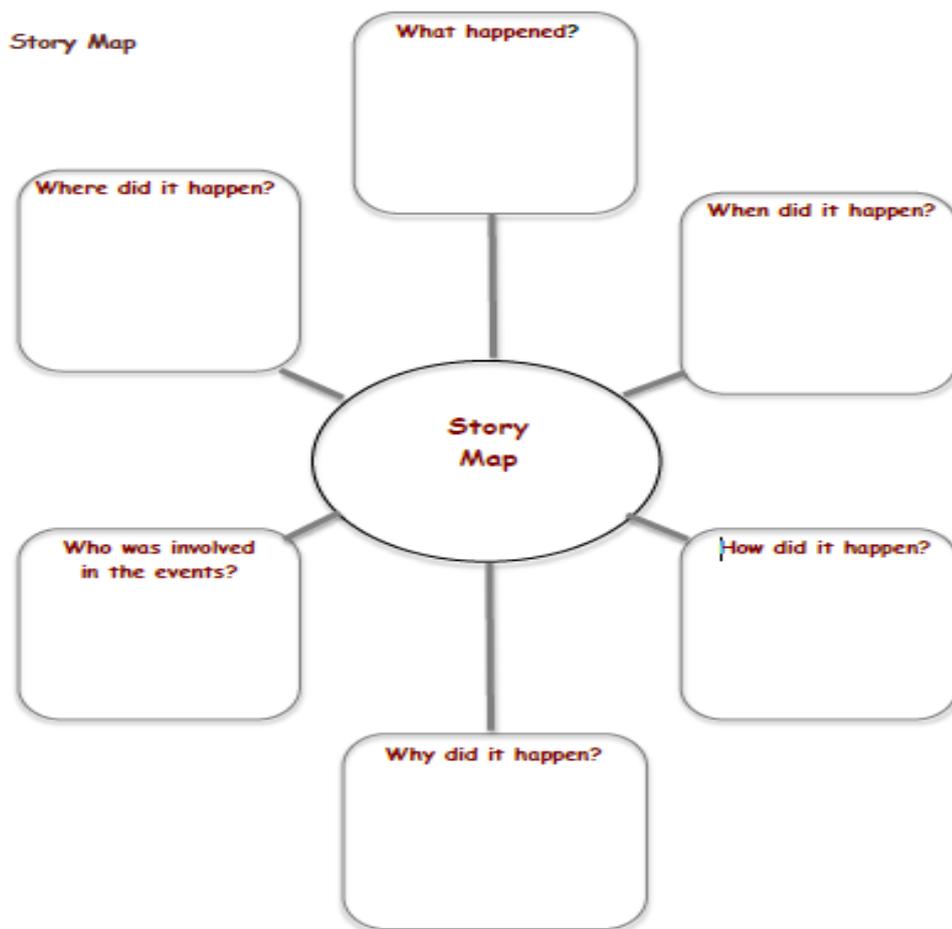
For 6 hours, the Indonesian troops had control of Yogyakarta before finally retreating.

The Offensive was a moral and diplomatic success, inspiring demoralised troops all around Indonesia, as well as proving to the United Nations that the Indonesian army still existed and were capable of fighting. On the other hand, the offensive had demoralized the Dutch forces, because they never thought that Indonesian forces could assault and control the city, even for a few hours.

1. 19 December was a military offensive done by Indonesian (T /F /NG)
2. Bukittinggi was the temporary capital city of Indonesia (T /F /NG)
3. The Dutch caught *the Republican President, Vice-President, and all Republic of Indonesia ministers* (T /F /NG)
4. General Soedirman was able to escape the Dutch Offensive (T /F /NG)
5. Hamengku Buwono IX motivated the troops to be brave (T /F /NG)
6. The Dutch was surprised to see that the Indonesian forces were still able to conquer it. (T /F /NG)

TASK 3

You are going to listen a story about ‘Battle of Surabaya’. The video gives you more information about the battle. Now, listen and write the most important notes (not in full sentences) of the battle on this story map. You may also add some information from the reading text.



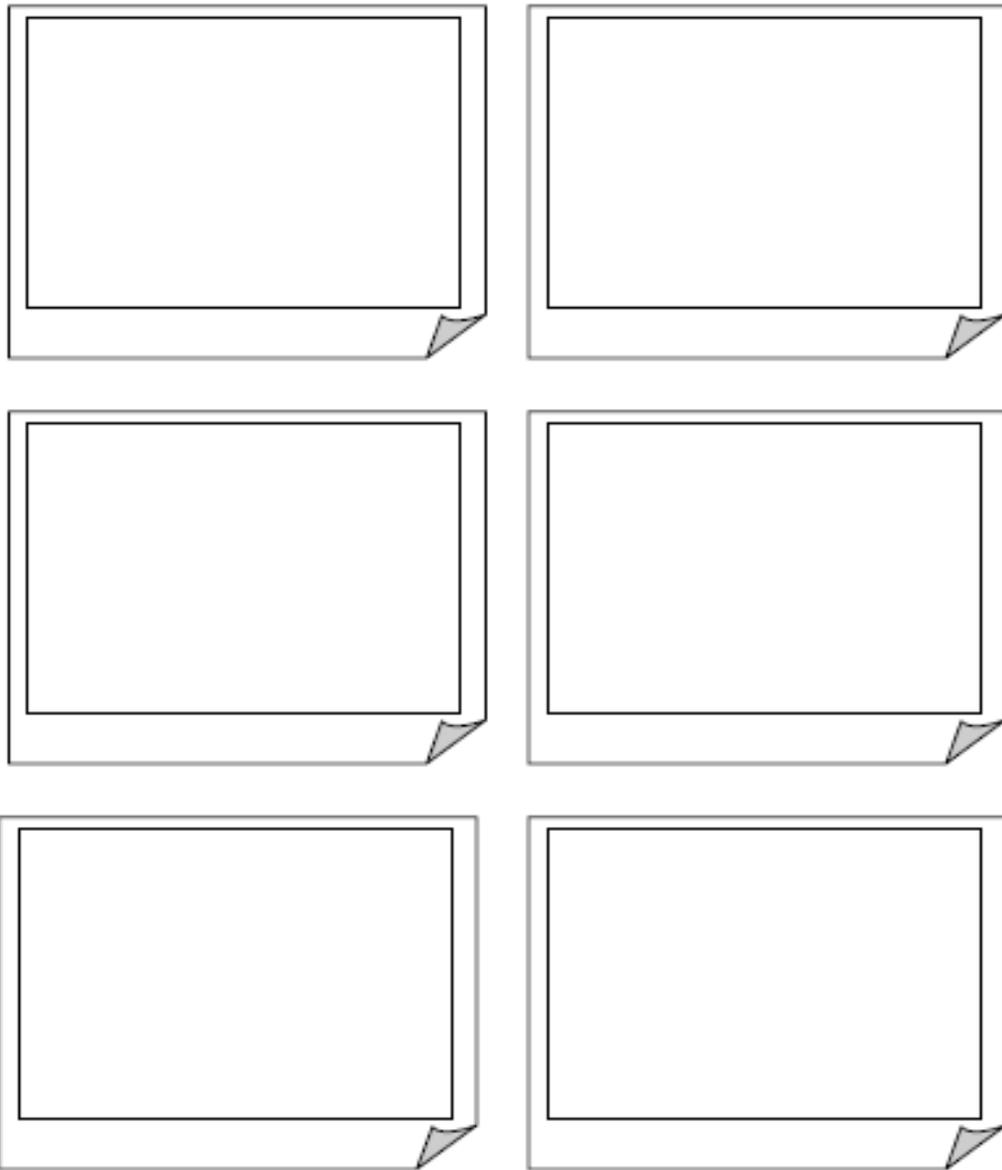
Have you finished? Well, great job! Now, you should practice speaking using your story map notes. Practice your speaking as much as possible before presenting them in front of your friends. Remember, do not write full sentences in your map 😊

TASK 4

You have learnt about historical recount, then have you imagined how to write a historical recount by your own? Before you write your own created-historical recount, please read this information.

In this task, you are supposed to write a history of your own school, therefore, you must do the following to write about history as a creative nonfiction writer:

- Write about **your school in factual situation, condition, and history**. Your topic will be real people, actual events, and real places. Nothing is fictional or fabricated.
- Conduct **extensive research**. You will gather facts and information and impressions from the library, interviews, Internet, immersion, and more about your school. The interview can be done by contacting an expert and interviewing them, such as historian. Or by having an interview with some eyewitnesses. Make notes as you ask questions, or use a tape recorder.
- Make a map about the history you are going to make. Use the **mind mapping** below. Make some important points to write in your mind mapping.



- **Write** the historical narrative about your school by using the elements of fiction, such as the narrative arc, literary techniques, such as showing and telling to write the true story of history.
- Share personal **reflection**. You will share and include personal thoughts, feelings, and perspectives with the reader.
- Learn about the person or event by **reading**. You must read autobiographies, biographies, and other informative books about the history of your school.

- Then, after you have done all the steps, please make any essential notes to make you easier in writing your historical recount. Always be noticed that the historical recount should be in chronological events, including the factual persons involved in the story of the school.

TASK 5

Now, time for you to explore your note into longer sentences. You should consider the generic structure as well as the language feature of your created history. If needed, ask your partner to prof-read your writing, to give feedback or suggestion to your work. Enjoy your writing ☺

Please consider the following writing descriptors so your writing will be well-organized.

No	Writing Elements	Descriptors
5.	Task Response	d. fully addresses all part of the task e. presents a fully developed position f. fully extended and well-supported ideas
6.	Coherence and Cohesion	c. skillfully manages paragraphing d. sequences information and ideas logically
7.	Lexical Resource	c. provides wide range of vocabulary d. rare minor errors occur only as “slips”
8.	Grammatical Range and Accuracy	c. provide wide range of structure with full flexibility and accuracy d. rare minor errors occur only as “slips”

3. Discussion Forum

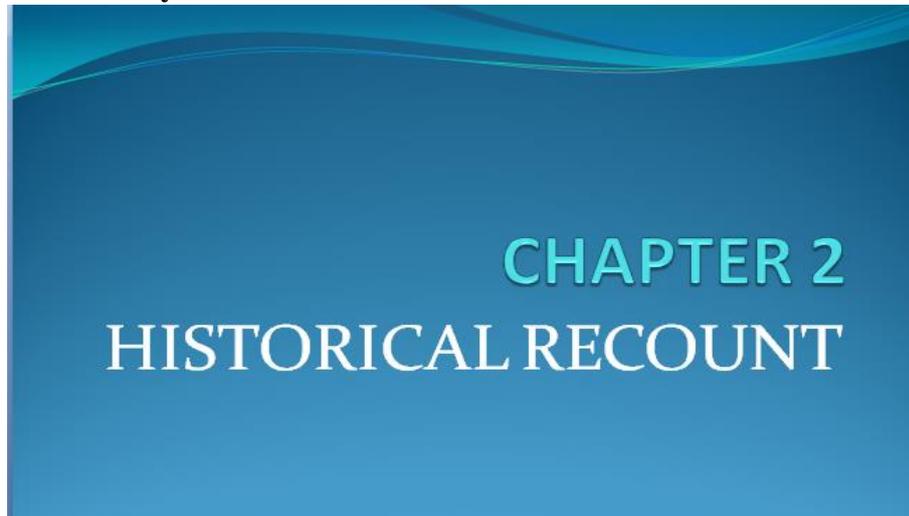
After you have learned the materials, you must remember some important points in historical recount since it will be useful for your comprehension. You may share your knowledge and detailed information about it to your friends or even your instructors. Therefore, you will gain more knowledge to make you more skillful in delivering the materials to your students later. To deepen your understanding of Historical Recount and how to teach it, learn the following learning video:



Give your idea of how the student learn the material and how the teacher delivers it.

C. CLOSING SECTION

2. Summary



HISTORICAL RECOUNT			
WHAT? <ul style="list-style-type: none">• a kind of recount text which is closely related to the very memorable history of a place or an object and considered important throughout life	AIMS? <ul style="list-style-type: none">• to describe past historical experiences by retelling chronological events by involving the important dates, characters as well as the place of the events	SOCIAL FUNCTION <ul style="list-style-type: none">• to either inform or entertain the readers (or both)	EXAMPLES? <ul style="list-style-type: none">• well-known battle or the development of an invention

2) Reflection

REFLECTIVE SUMMARY

5) *In this activity, I have learned*

6) *The key features of Biography include*

7) *What I like most about this activity is/are*

8) *What I need to improve/learn more is/are*

Formative tests

Every American is proud of the Statue of Liberty, a symbol of freedom. The Statue of Liberty, one of the largest ever built, stands on Liberty Island in New York Harbor and has greeted millions of American immigrants who have come from Europe to the New World.

The Statue of Liberty was built by Fredrick Bartholdi. The French gave it to America as a gift in honour of the revolutions for freedom and liberty in both countries.

The monument was built out of copper plates that were put on a steel frame. Together with the concrete which it stands on the statue rises almost 100 metres into the sky. It shows a woman in a robe, wearing a crown with 7 spikes and holding a torch in her hand. In her left hand she holds a tablet with the inscription “July 4, 1776”, the date of the Declaration of Independence.

1. What is the object of the text?
 - A. American People
 - B. Statue of America
 - C. Statue of Liberty
 - D. New Harbors

2. What is the function of the text?
 - A. To tell the readers about Statue of Liberty
 - B. To entertain the readers
 - C. To explain about Statue of Liberty
 - D. To describe about Statue of Liberty

3. It can be inferred from the passage that the monument is.....
 - A. a statue of copper plates
 - B. a steel frame
 - C. a woman in the sky
 - D. a statue of a woman

4. What was the reason for the French give the Statue of Liberty to America?
 - A. French presented to American people as a present for their struggle
 - B. America needed it to greet millions of immigrants.
 - C. French wanted to protect a lot of immigrants in new world.
 - D. French intended the Statue of Liberty as the representative of Europe.

Audio



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

5. What is main reason of the speaker in the audio?
 - A. To tell about computer in common
 - B. To tell about the function of computer
 - C. To entertain the listener about computer
 - D. To inform the listeners about the history of computer

6. Below are the used of abacus, **EXCEPT**
 - A. For calculating beads and roads
 - B. For calculating numbers
 - C. For substracting
 - D. For dividing

7. The correct invention based on the chronological time is
 - A. Rotatry Wheel Calculato- Difference Engine - Slide Rules – Napier’s Bones
 - B. Slide Rules - Napier’s Bones- Rotatry Wheel Calculator- Difference Engine
 - C. Napier’s Bones - Slide Rules - Rotatry Wheel Calculator- Difference Engine
 - D. Difference Engine- Slide Rules - Rotatry Wheel Calculator- Napier’s Bones

8. Who is the father of Computer?
 - A. John Napier
 - B. William Outhtred
 - C. Blaise Pascal
 - D. Charles Babbage

9. What is the last generation of the computers

- A. Third generation
- B. Fourth generation
- C. Fifth generation
- D. Seventh generation

10. What can't we do by computer?

- A. Making movie
- B. Moving the car
- C. Playing games
- D. Purchasing something

Answer Key

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

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MODULE 4:
ENGLISH FOR ENTERTAINMENT
LEARNING ACTIVITY 3 FABLE

By
Lutfi Istikharoh

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
DIREKTORAT JENDERAL PEMBELAJARAN DAN KEMAHASISWAAN
OKTOBER 2019

WELCOME TO MODULE 4

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LEARNING ACTIVITY 2 : FABLE



D. Introduction

8) Short Description

f) What is a Fable?

- ❖ A fable is a fictional story, poems or prose, with a specific moral or lesson that is conveyed to the reader.

g) What is the main difference with other type of narrative text?

- ❖ Fables are stories intended to teach a lesson, and animals often speak and act like human beings. While the characters of narrative are human beings. The theme and characters of fables are more interesting and funnier than narratives although these both text are aimed at entertaining.

9) Relevance

i) Study the following explanation

Have you ever heard a story of talking animals? Have you ever imagined animals act and behave like human beings? What do you think? Is it interesting? Is it funny? Do you always learn something after you read or listen to it? Do you need to know more about what is called as fable? If so, learn about the characteristics, the generic structure as well as the typical vocabularies used in this kind of text. Then you will not only read but also write the text acceptably and correctly!

j) Understanding Fable

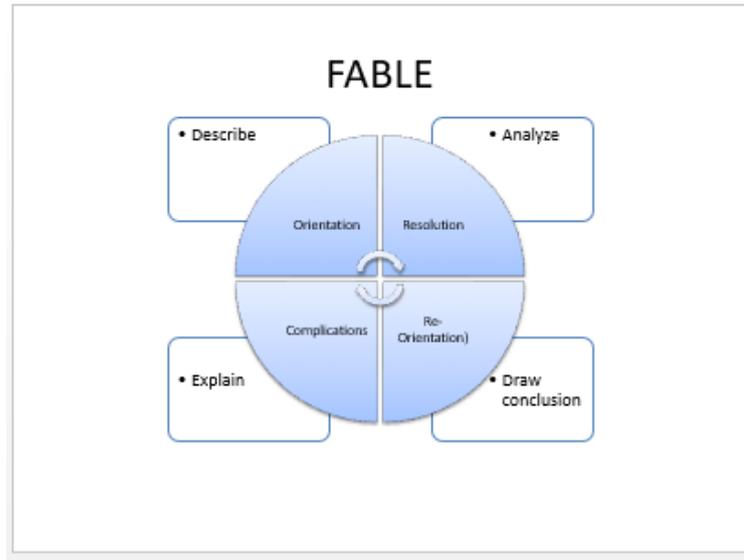
The word fable is derived from the Latin word *fibula*, which means “a story,” and a derivative of the word *fari*, which means “to speak.” Fable is a literary device that can be defined as a concise and brief story intended to provide a moral lesson at the end. In literature, it is described as a didactic lesson given through some sort of animal story. In prose and verse, a fable is described through plants, animals, forces, of nature, and inanimate objects by giving them human attributes wherein they demonstrate a moral lesson at the end.

10) Learning Guide

In this learning activities, you will observe a kind of narrative text, namely fable. You will also learn how to write a good fable. To begin with, you are supposed to see some examples of fables. You have to analyze the generic structure, the vocabulary, as well as the grammar used in this kind of text. You have to know that the main function of this text is to describe your own-created fable.

11) Study Instructions

The chart below is the learning outcomes of learning activity in this chapter.



B. MAIN SECTION

1. Learning Outcomes

In Learning Activity 3 you will learn the following competencies:

a. Attitude

- 1) To make any differences between the right and the wrong from the characters identified in the story.
- 2) To instill critical thinking so that students are able to solve the problems which can be similar to the story being learnt.
- 3) To internalize, uphold, and put into action religious, moral, and ethical values, integrity, accountability, independence, tolerance, care, mutual respect, peace, and collaboration in daily lives.

b. Knowledge

- 1) To understand that Fables is concerned with a story of animals
- 2) To obtain a number of fable with contextually different social functions, text structures, and lexico- grammatical features.
- 3) To Understand how texts vary in purpose, structure and topic as well as the degree of formality
- 4) To identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text

c. Skills

- 1) To make a story using notes
- 2) To identify and explore the structure of fables.
- 3) To identify and explore the language features of fables.
- 4) To construct a fable based on imagination in pairs.
- 5) To independently write a fable using appropriate text structure, language and features.
- 6) To deliver the fable using notes fluently

2. Learning materials and Learning activities

TASK 1

Watch these videos and fill in the table below.

Video 1



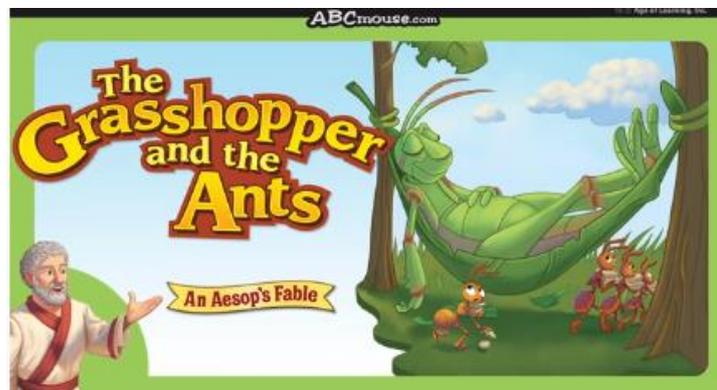
<https://www.youtube.com/watch?v=MDCdK-EPOZ4>

Video 2



<https://www.youtube.com/watch?v=4ZFZaJurU6c>

Video 3



https://www.youtube.com/watch?v=1i6mbw6_2IU

Questions	Video 1	Video 2	Video 3
-----------	---------	---------	---------

What is the title of the video?			
Who are the characters of the story?			
How do you describe the characters of the story?			
Where did the story happen?			
What are the problems of the story?			
What do you learn from the story?			

a) What is Fable?

- ❖ **A fable is a story featuring animals, plants or forces of nature which are anthropomorphized (given human qualities). A fable always ends with a moral value which was intended as the lesson.** This is the lesson that is intended to be learnt through reading the story.
- ❖ Fables can relate to everyone and connect us with other culture. They are often passed into our culture as myths or legends and are used to teach us about morals.

b) Function of Fables

- ❖ To entertain or to amuse the readers about the interesting story
- ❖ to convey moral messages or lessons to the readers, especially for children to behave morally in the world to understand the values of the culture in which they are written.

c) Characteristics of Fable

- ❖ **Using at least one character makes a bad decision**
- ❖ Using simple plot and character

- ❖ **Involving a character who is sly or clever**
- ❖ Using animals or elements of nature (non-human characters) as the main characters who act and talk just like people while keeping their animal traits. **In simple terms, its making animals or objects seem like real people, with real feelings and emotions.**
- ❖ Containing a moral or lesson which can be found in the end of the story
- ❖ Using personification (**anthropomorphized**) where Non-human characters can talk or show human characters
- ❖ Containing a funny and amusing story
- ❖ Reflecting cultural beliefs

d) Generic Structure

- ❖ **ORIENTATION (INTRODUCTION)**
This is the introduction of what is inside the text. It tells about what text talks in general, who involves in the text, when and where it happens. It should include the characters that are animals or elements of nature. These non-human characters are told to be able to talk or show human characters or habits.
- ❖ **COMPLICATION**
It tells what happens with the participants. It explores the conflict among the participants. Complication is the main element of fable. Without complication, the text is not fable. The conflict can be shown as natural, social or psychological conflict. Every fable text must consist of conflict or problem. A simple definition of problem is when something goes and it is not what we want.

❖ **RESOLUTION**

This phase tells how the participants solve the problems aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended. The problem must be resolved. It can succeed or fail. There must be a moral value in this part.

e) **Grammar and language features**

There are some language features that should be considered when you read or create a type of fable:

- ❖ Using commn and nonspecific setting
- ❖ **Often taking place outside**
- ❖ **Using past action verb: Climbed, Turned, Brought**
- ❖ Using specific noun as pronoun of person, animal in the story.
Example: The king, the queen, etc.
- ❖ Using adjectives which are for noun phrase. Example: Long black, hair, two red apples, etc.
- ❖ Using time connectives and Conjunctions to arrange the events.
Examples: Then, before, after, soon, etc.
- ❖ Using adverbs and adverbial phrase to show the location of events. Examples: here, in the mountain, ever after, etc.
- ❖ Using dialogue to elicit an emotional response from the reader.
- ❖ Using Past Tense
- ❖ Ending in happy resolution
- ❖ Using of variety of simple, compound and complex sentences

f) **Common animal characters used in fables**



g) Moral values of the fable

A fable is indeed identical with moral values, below are some examples of moral value of the fables:

- 1) **Persuasion is better than force**
- 2) **Liars may give themselves away**
- 3) **Make hay while the sun shines**
- 4) **Don't just follow the crowd**
- 5) **Pride can be costly**

TASK 2

Read the text carefully and fill the table below correctly!

The Smart Monkey And The Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank." The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

1. In this task, you should determine the Generic structure

Generic structure	Paragraph
Orientation	
Complication	
Resolution	
Re-orientation	

2. In this task, you should determine the grammar language features of the text

Grammar and language Feature	Example in this text
Using past action verb	
Using specific noun as pronoun of person, animal in the story.	
Using adjectives	
Using time connectives and Conjunctions to arrange the events.	
Using adverbs and adverbial phrase to show the location of events.	

Using dialogue to elicit an emotional response from the reader	
--	--

3. In this task, you should write

TRUE if the statement agree with the information

FALSE if the statement doesn't agree with the information

NOT GIVEN if there is no information

- a. Crocodile wanted to cross the river
- b. The crocodile could swim
- c. The crocodile's father was not ill
- d. The mouse deer's heart was under the tree
- e. The mouse deer was very skillful in climbing

TASK 3

Pre listening.

Look at the pictures below, guess to arrange them into good correct order! Write the correct number below all the pictures! Do these with your partner!

Picture
1



Picture
2



Picture
3



Picture
4





<https://www.youtube.com/watch?v=Gd0FGjs0KKI>

Arrange the picture numbers here!

Picture no						
_____	_____	_____	_____	_____	_____	_____

TASK 4

Now, you are going to watch a movie about a story two mice. Watch and listen to it carefully and check whether your answers above are correct or not! Please write the correct number here! You should also have to write some sentences of the story.

Event	Picture	Summary in at least 2 sentences
Event 1		

Event 2		
Event 3		
Event 4		
Event 5		
Event 6		
Event 7		

TASK 5

Now, create a fable by your own imagination, you may use this table as your guidance! You should consider the generic structure as well as the language feature of your created story. If needed, ask your partner to proof-read your writing, to give feedback or suggestion to your work. Enjoy your writing 😊

The Title	“	”
Who are the characters?	1. ... 2. 3.	ORIENTATION
How are the characters?	1. ... 2. 3.	ORIENTATION
What are the problems?		COMPLICATION
How do they solve the problems?		RESOLUTION
What is the moral value of the story?		RE-ORIENTATION

Please consider the following writing descriptors so your writing will be well-organized.

No	Writing Elements	Descriptors
1.	Task Response	a. fully addresses all part of the task b. presents a fully developed position c. fully extended and well-supported ideas

2.	Coherence and Cohesion	<ul style="list-style-type: none"> a. skillfully manages paragraphing b. sequences information and ideas logically
3.	Lexical Resource	<ul style="list-style-type: none"> a. provides wide range of vocabulary b. rare minor errors occur only as “slips”
4.	Grammatical Range and Accuracy	<ul style="list-style-type: none"> a. provide wide range of structure with full flexibility and accuracy b. rare minor errors occur only as “slips”

TASK 6

Have you finished? Well, great job! Now, you should practice speaking using your notes. Practice your speaking as much as possible before presenting them in front of your friends. Remember, do not write full sentences in your note 😊

Use the following descriptors to guide you present your work optimally.

No	Speaking elements	Descriptors
4.	Fluency	<ul style="list-style-type: none">a. Speaking normallyb. Speaking without hesitationc. Spaking without too many stopsd. Speaking without too many fillers
5.	Accuracy	<ul style="list-style-type: none">d. Speaking with full range of structure naturally and appropriatelye. Speaking with full flexibility of vocabularyf. Speaking with natural and accurate idiomatic language
6.	Appropriateness	<ul style="list-style-type: none">a. Speaking with a right topicb. Speaking with right phrasesc. Speaking with a right way

3. Discussion Forum

After you have learned the materials, you must remember some important points in historical recount since it will be useful for your comprehension. You may share your knowledge and detailed information about it to your friends or even your instructors. Therefore, you will gain more knowledge to make you more skillful in delivering the materials to your students later.

E. CLOSING SECTION

1). Summary



**PPT Slides*

Social Function

- to amuse the readers
- to give moral value

Grammar and language features

- using animals given human qualities
- simple plot and characters
- using moral values
- using past tense

Generic Structure

- orientation
- complication
- resolution

2). Reflection

REFLECTIVE SUMMARY

9) *In this activity, I have learned*

10) *The key features of Fable include*

11) *What I like most about this activity is/are*

12) *What I need to improve/learn more is/are*

Formative test

Text 1

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

11. From the text we know that
 - A. Only one rooster can rule the roost
 - B. The roosters are fighting to flap their wings
 - C. The eagle had watched them all day
 - D. The farm needs a new king
12. What is the main idea of paragraph 3?
 - A. An eagle watching the rooster from a distance
 - B. The loosing rooster came out from its hiding place
 - C. The eagle took the winning rooster as its prey
 - D. The winning rooster celebrates its winning proudly
13. What is the problem of the fable above?
 - A. The two chickens are quarreling
 - B. The rooster became the ruler
 - C. The rooster flapped its wings and crowed its victory
 - D. The two roosters are struggling so rigidly

Text 2

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into

the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

14. Why did mouse deer want to go across the river?

- A. Because he was very hungry
- B. Because he wanted to cheat Mr. Crocodile
- C. He wanted to eat some dying trees
- D. He was afraid of the current of the river

15. What is the social function of the text?

- a. To amuse the readers
- b. To tell a story about animals
- c. To describe about the crocodiles
- d. To inform about the mouse deer and crocodiles

16. After reading the text, we may conclude that the mouse deer was

- A. Very greedy animal
- B. Cunning animal
- C. Dumb animal
- D. Frightened animal

17. How did the story end?

- a. Crocodile ate mouse deer
- b. Mouse deer ran to the forest
- c. Mouse deer fell into the river
- d. Crocodile laughed at Mouse deer

Audio



<https://www.youtube.com/watch?v=BBBymzF8hoI>

18. What is the story about?
- A. chicken and rabbit
 - B. stork and fox
 - C. dog and bird
 - D. duck and cat
19. How was the soup served?
- A. in a wide shallow dish
 - B. in a jar
 - C. in a glass jar
 - D. in a big dish
20. What is the moral value of the story?
- A. **Make hay while the sun shines**
 - B. **Don't just follow the crowd**
 - C. **Pride can be costly**
 - D. Do not play tricks on your neighbors unless you can stand the same treatment yourself

Answer key

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

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8. <https://www.youtube.com/watch?v=4ZFZaJurU6c>
9. https://www.youtube.com/watch?v=1i6mbw6_2IU

MODULE 4:

ENGLISH FOR ENTERTAINMENT

LEARNING ACTIVITY 4 LEGEND

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OKTOBER 2019

WELCOME TO MODULE 4

ENGLISH FOR ENTERTAINMENT

Module 4 is designed to improve English skills for entertainment. The skills can make you learn how to narrate and deliver the story in correct sequence. This skill is very important and necessary for teacher as the main duty of an English teacher is the ability of entertaining students by telling stories in an interesting way to create an interactive teaching.

In this module, you will learn *folktale, fable, biography, and historical recount* which are both spoken and written. You are supposed to enrich your skills in getting important information, normally hidden moral message from the stories learnt. These kinds of narrative genre will emphasize on the *definition, generic structure, social function, and language features*.

The topics are divided into four learning activities, and each activity provides you with *expected learning outcomes, learning materials and learning activities* which provide you with learning sources and assignments, *discussion forum, summary, reflection, formative test, and references*. In the end of this module, the *final test* is given.

To make you have better understanding on these kinds of text and to gain the learning objective to this module, you are expected to read all materials presented in this module. You also need to follow the instructions step by step carefully. Hopefully, you will gain more knowledge and skills after your learning this hybrid module.

LEARNING ACTIVITY 4 : LEGEND



F. Introduction

12) Short Description

h) What is a Legend?

- ❖ A legend is “a story or narrative that lies somewhere between myth and historical fact and which, as a rule, is about a particular figure or person.” Traditionally, a legend is a narrative that focuses on a historically or geographically specific figure, and describes his exploits. Similar to a myth, a legend can provide an etymological narrative, often filling in historical gaps.
- ❖ Legends are told to serve a specific purpose, and can be based on facts – but they are not completely true. People mentioned in a legend might not have really done what the

story of the legend relates. In some cases, legends change the historical events.

- i) What is the main difference between a legend and a myth?
 - ❖ There are marked differences between a legend and a myth. While legends are made up stories, myths are stories that answer questions about the working of natural phenomenon. Myths are set in olden times, even in pre-historic times. However, legends are narratives that are partly true and partly imaginary about a particular person, event, place or natural feature.

13) **Relevance**

- k) Study the following explanation

Have you ever seen a miracle in a story? You may answer yes since you have already seen it in a legend which may include miracles including no happenings that are outside the realm of “possibility”. Have you known that the traditional story was sometimes popularly regarded as historical but unauthenticated? Yes, that’s a **Legend** which is a genre folklore that consists of a narrative featuring human actions perceived or believed both by teller and listeners to have taken place within human history. Narratives in this genre may demonstrate human values, and possess certain qualities that give the tale verisimilitude.

- l) Understanding Legend

Originated from Latin *legendus*, legend means “something which ought to be read. The term was used to designate the life story of a saint and was also applied in to portions of scriptures and selections for lives of saints to be read at divine service. In literature, legend

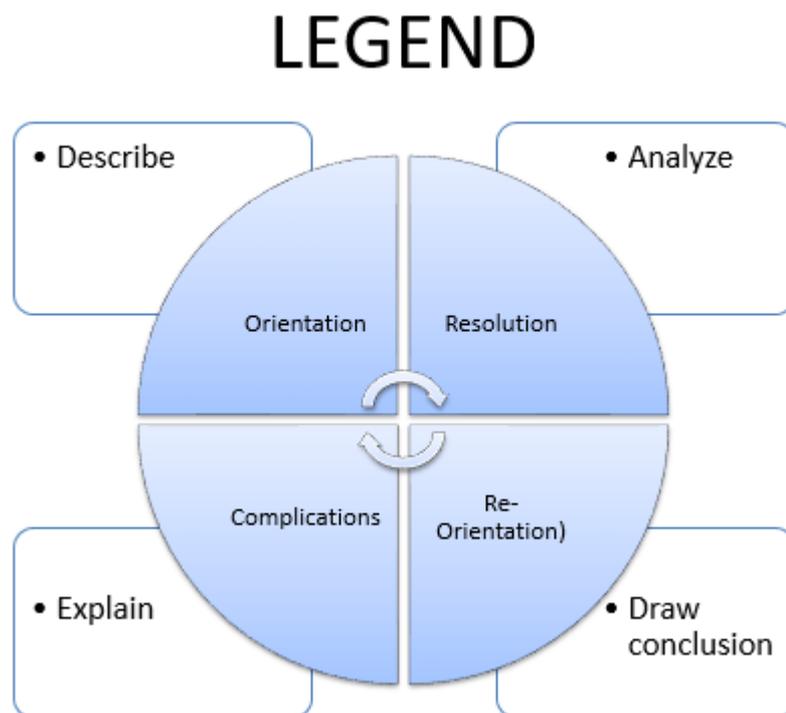
relate to people or clans. A legend is a story from the past that many people believe, but cannot be proved to be true.

14) Learning Guide

In this learning activities, you will observe a kind of narrative text, namely legend. You will also learn how to write a good legend. To begin with, you are supposed to see some examples of legend. You have to analyze the generic structure, the language feature, as well as the grammar used in this kind of text. You have to know that the main function of this text to create your own-created legend.

15) Study Instructions

The chart below is the learning outcomes of learning activity in this chapter.



C. MAIN SECTION

1. Learning Outcomes

In Learning Activity 3 you will learn the following competencies:

a. Attitude

- 4) To make any differences between the right and the wrong from the characters identified and the moral values given in the story.
- 5) To strengthen the students' faith in God after dealing with religious facts in the story.
- 6) To awaken national consciousness after dealing with the historical background.
- 7) To instill the spirit of having dreams of happiness to help others
- 8) To internalize, uphold, and put into action religious, moral, and ethical values, integrity, accountability, independence, tolerance, care, mutual respect, peace, and collaboration in daily lives.

b. Knowledge

- 5) To understand that sometimes, legend is a written or spoken narrative that could realistically have happened. They may include miracles that can be believed or not.
- 6) To obtain a number of legend with contextually different social functions, text structures, and lexico- grammatical features.
- 7) To Understand how texts vary in purpose, structure and topic as well as the degree of formality
- 8) To identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text

c. Skills

- 7) To write a legend of a famous place based on the interview with the people surrounding the place of legend
- 8) To identify and explore the structure of legend.
- 9) To identify and explore the language features of legend.
- 10) To independently write a legend using appropriate text structure, language and features.
- 11) To deliver own created legend fluently

2. Learning materials and Learning activities

TASK 1

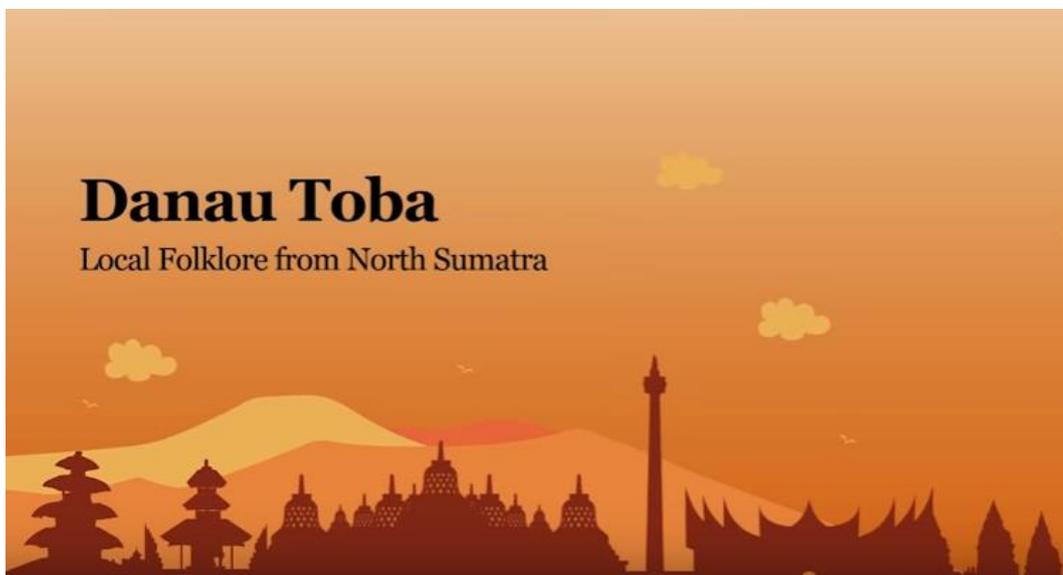
Watch these videos and fill in the table below!

Video 1



<https://www.youtube.com/watch?v=9XX6KNAsWL4>

Video 2



<https://www.youtube.com/watch?v=on31p2D4OFs>

Video 3



<https://www.youtube.com/watch?v=bB0dcoEdyJ4>

	Video 1	Video 2	Video 3
What is the title of the video?			
Who are the characters of the story?			
How are the the characters of the story?			
Where did the story happen?			
What are the problems of the story?			
What is the moral value of the story?			

h) What is Legend?

- ❖ A **legend** is a story about human events or actions that has not been proved nor documented in real history. Legends are

retold as if they are real events and were believed to be historical accounts.

- ❖ Legend can relate to everyone and connect us with other culture. They are often passed into our culture as myths or legends and are used to teach us about morals.
- ❖ Legends are about people and their actions or deeds. The people lived in more recent times and are mentioned in history.

i) Function of Legend

- ❖ to present the story of human actions in such a way that they are perceived by the the listeners or readers to be true (in literature).
- ❖ To entertain or to amuse the readers about the interesting story (in general)

j) Characteristics of Legend

- ❖ A legend is a set in specific place or time
- ❖ The main character is often heroic
- ❖ The main character is a human, not a God
- ❖ A legend is a fictional story
- ❖ Usually there is some historical truth at the heart of every legend
- ❖ Heroes perform great deeds with their strength and their intelligence. Exaggeration is usually involved in retelling deeds.
- ❖ Heroes often give up dreams of happiness to help others

- ❖ The hero is real but some parts of the story are not completely true. They have been stretched or expanded upon.
- ❖ Handed down through generation
- ❖ The story was told orally and turned into literary masterpieces

k) Generic Structure

❖ **ORIENTATION (INTRODUCTION)**

This is the introduction of what is inside the text. It tells about the text talks in general, who involves in the text, when and where it happens. It should include the characters of the story.

❖ **COMPLICATION**

It tells what happens with the participants. It explores the conflict among the participants.

❖ **RESOLUTION**

This phase tells how the participants solve the problems aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended. The problem must be resolved.

❖ **RE-ORIENTATION**

It tells the conclusion of the story. It usually include the lesson from the story

1) **Grammar and language features**

There are some language features that should be considered when you read or create a type of a legend:

- ❖ The use of Adjective that form the noun phrase. Example: the strong crocodile
- ❖ Time connectives and conjunction. Example: A long time ago
- ❖ The use of adverb and adverbial phrases to indicate the location of the incident or events. Example: In the river
- ❖ The use of action verbs in the past tense. Example: They **curved** her. People then always **talked**
- ❖ The used of saying verbs that mark remarks. Example : He **said** angrily
- ❖ The use of thinking verbs that mark the thoughts, perceptions or feelings of the characters in the story. Example: The man then **looked** so curious.
- ❖ The use of dialogue to elicit an emotional response from the reader

TASK 2

Read the text carefully and fill the table below correctly!



Once upon a time, there was the richest man lives in West Java. He was the one owner of the fields in the whole area. The villagers were just as labourers to him, so they called him as "Pak Kikir" or "Mr. Kikir" (a stingy man). Pak Kikir had a son. His son had a different character with him. He was a humble and kind boy. He always helped the villagers.

One day, Pak Kikir celebrated a Thanksgiving party. He thought this party could be effect to the harvest of his fields. All the villagers got invitation. The villagers were happy because they thought that they could find many delicious foods in that party. But it was out of what they already imagined. Pak Kikir just put out small food.

"Huh.... The miserly man. I can't imagine flow stingy he is."

"The Lord is never blessing him," Said some of the villagers in that party.

At the same time, there is an old woman came to Pak Kikir. She asked for his mercy. "Give me a plate of rice please..." Says the old woman.

"What! I must work hard to get the place of rice!" Said Pak Kikir.

"Have a mercy on me, please..."

"No..... get out of my face! The old women crying and leave the party.

However, Pak Kikir's son was sad about that. So he gave his lunch snipe at for the old woman. After that, the old lady walks to a mountain. When she arrived at the top, she saw Pak Kikir's house. The best home in that area. She said, "Remember this Pak Kikir! Your gluttonous will sink you! And the Lord will never bless you!"

Then the old woman jabbed her stick to the land, Then the water from the trace jabbed. Time after time the water became the flood. The villagers and Kikir's Son ran to save themselves to the mountain. While they are running, Pak

Kikir tries to keep his prosperity. The flood was getting fast, and Pak Kikir sank with his money. The villagers and the son were saved. They were sad with this accident. They decided to find a new area. The villagers elected Pak Kikir's son as their leader.

This boy taught the villagers how to be a good farmer, how to handle the fields and water balance. Then the villagers called this boy as *Anjuran* (a Suggestion). The villagers obeyed their leader said. Some years later, the villagers changed the name to be Cianjur. It meant full of water. Now, Cianjur known as the best area to produce rice in West Java Province-Indonesia.

4. Determining the Generic structure

Generic structure	Paragraph
Orientation	
Complication	
Resolution	
Re-orientation	

5. Determining the grammar language features of the text

Grammar and language Feature	Example in this text
The use of Adjective that form the noun phrase.	
The use of time connectives and conjunction	
The use of Adverb and adverbial phrases to indicate the location of the incident or events.	
The use of thinking verbs that mark the thoughts, perceptions or feelings of the characters in the story	
The use of saying verbs that mark remarks	
The use of dialogue to elicit an emotional response from the reader	

TASK 3

Pre listening.

Look at the pictures below, guess to arrange them into good correct order! Write the correct number below all the pictures! Do these with your partner!



Pict 1



Pict 2



Pict 3



Pict 4



Pict 5



Pict 6

https://www.youtube.com/watch?v=cf_Visgusc0

Arrange the picture numbers here!

Picture no _____					
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TASK 4

Now, you are going to watch a movie about a story two mice. Watch and listen to it carefully and check whether your answers above are correct or not! Please write the correct number here! You should also have to write some sentences of the story.

Event	Picture	Summary in at least 2 sentences
Event 1		
Event 2		
Event 3		
Event 4		
Event 5		
Event 6		

TASK 5

Now, you should create a famous and phenomenal legend in your town. You can do research by interviewing people who know the story well, doing literary search, or finding it by internet. You should consider the generic structure as well as the language feature of your created story. Reread your own created-story and edit it. If needed, ask your partner to proof-read your writing, to give feedback or suggestion to your work. You may use the table below to construct your writing. Enjoy your writing ☺

The Title	“	”
Who are the characters?	4. ... 5. 6.	ORIENTATION
How are the characters?	4. ... 5. 6.	ORIENTATION
What are the problems?	Event 1..... Event 2.....	COMPLICATION
How do they solve the problems?		RESOLUTION
What is the ending of the story?		RE-ORIENTATION

Please consider the following writing descriptors so your writing will be well-organized.

No	Writing Elements	Descriptors
5.	Task Response	d. fully addresses all part of the task e. presents a fully developed position f. fully extended and well-supported ideas
6.	Coherence and Cohesion	c. skillfully manages paragraphing d. sequences information and ideas logically
7.	Lexical Resource	c. provides wide range of vocabulary d. rare minor errors occur only as “slips”
8.	Grammatical Range and Accuracy	c. provide wide range of structure with full flexibility and accuracy d. rare minor errors occur only as “slips”

TASK 6

Have you finished? Well, great job! Now, you should practice speaking using your notes. Practice your speaking as much as possible before presenting them in front of your friends. Remember, do not write full sentences in your note ☺

Use the following descriptors to guide you present your work optimally.

No	Speaking elements	Descriptors
7.	Fluency	<ul style="list-style-type: none"> a. Speaking normally b. Speaking without hesitation c. Spaking without too many stops d. Speaking without too many fillers
8.	Accuracy	<ul style="list-style-type: none"> g. Speaking with full range of structure naturally and appropriately h. Speaking with full flexibility of vocabulary i. Speaking with natural and accurate idiomatic language
9.	Appropriateness	<ul style="list-style-type: none"> a. Speaking with a right topic b. Speaking with right phrases c. Speaking with a right way

3. Discussion Forum

After you have learned the materials, you must remember some important points in historical recount since it will be useful for your comprehension. You may share your knowledge and detailed information about it to your friends or even your instructors. Therefore, you will gain more knowledge to make you more skillful in delivering the materials to your students later.

G. CLOSING SECTION

Summary

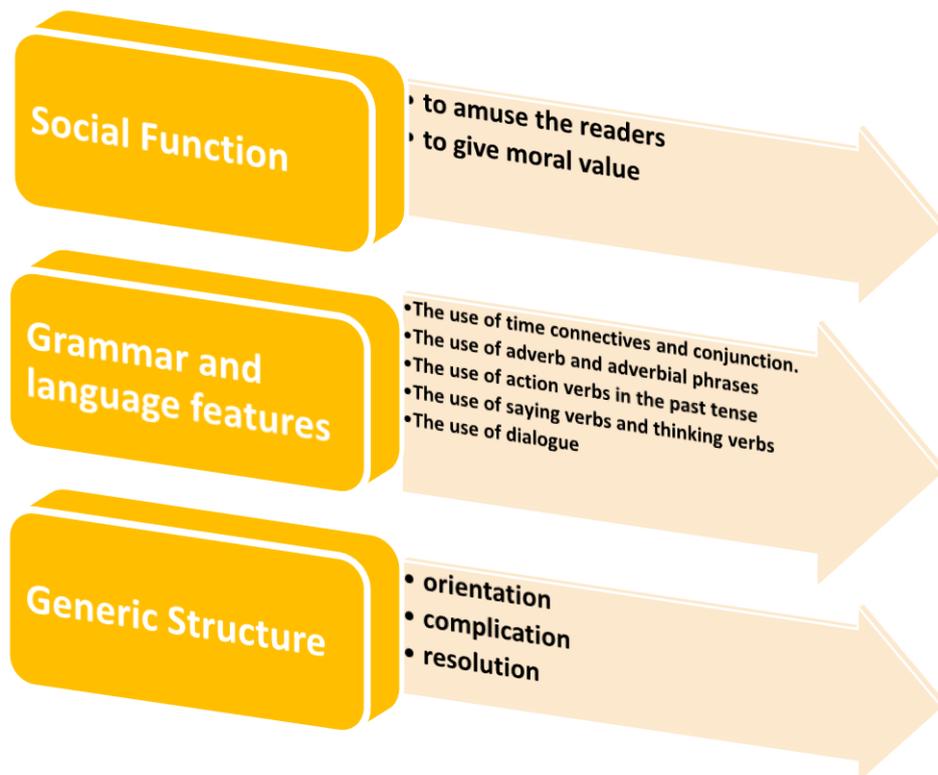
Legend

a story or narrative that lies somewhere between myth and historical fact and which, as a rule, is about a particular figure or person



**Ppt Legend*

LEGEND



Reflection

REFLECTIVE SUMMARY

13) *In this activity, I have learned*

14) *The key features of Legend include*

15) *What I like most about this activity is/are*

16) *What I need to improve/learn more is/are*

1) Formative tests

Text 1

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

1. Which the following fact is true about Kbo Iwo?
 - A. Kebo Iwo ate a little amount of meat
 - B. Kebo Iwo is a destroyer that cannot make anything
 - C. Kebo Iwo was angry because his food was stolen by Balinese people
 - D. Kebo eat food was equal for food of thousand people**
2. Why did Kbo Iwo feel angry to the Balinese people?
 - A. Because Balinese people ate his meal
 - B. Because Balinese people took his food so his barns was empty
 - C. Because Balinese people didn't give him food**
 - D. Because Balinese people were in hunger
3. According to the story, if Kbo Iwa is never existed in Bali Island, what do you think will happen?
 - A. There will be no Bali island
 - B. Bali People will never be angry
 - C. All Bali people will live in a prosperous way
 - D. We are not able see the beauty of Lake Batur**
4. What is the function of the text?
 - A. to amuse the reader**
 - B. to tell the reader about Kbo Iwa
 - C. to tell the history about the beauty of Mount Batur
 - D. to explain about the early formation of Mount Batur

5. What is mount batur?
- A. A lake build by Kbo Iwa
 - B. A well dug by Kbo iwa
 - C. The mountain build by Kbo Iwa
 - D. A mound of earth dug from the well by Kbo iwa**

Watch the video carefully and answer these questions.



<https://www.youtube.com/watch?v=cm7rZ16cCr0>

6. Below are the characters of Bandung Bondowoso, **EXCEPT:**
- A. Powerful
 - B. Bossy
 - C. Outstanding
 - D. Cruel
7. What is the complication of this story?
- A. Bandung Bondowoso wanted to marry Roro Jonggrang
 - B. Bandung Bondowoso wanted to meet the King of Prambanan
 - C. Roro Jonggrang refused to marry Bandung Bondowoso
 - D. Roro Jonggrang didn't want to answer Bandung Bondowoso's questions
8. Who helped Bandung Bondowoso to make a thousand temples?
- A. Cocks
 - B. Genies
 - C. Evils
 - D. Troops

9. What is the lesson of the story?
- A. Never marry to someone that never loves us
 - B. Don't try to be a sly or tricky person
 - C. Always ask for help if needed
 - D. Always be honest
10. How does the story end?
- A. It was happy ending
 - B. It was sad ending
 - C. Nothing happened to Roro Jonggrang
 - D. Nothing happened to Bandung Bondowoso

2) **ANSWER KEY**

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

3) Bibliography

- a) <https://literarydevices.net/legend/>
- b) <https://www.youtube.com/watch?v=9XX6KNAsWL4>
- c) <https://www.youtube.com/watch?v=on31p2D4OFs>
- d) <https://www.youtube.com/watch?v=bB0dcoEdyJ4>
- e) <https://literaryterms.net/legend/>
- f) https://www.youtube.com/watch?v=cf_Visgusc0
- g) <https://indonesiantale.blogspot.com/search/label/Legends%20and%20Myths?&max-results=10>
- h) <https://www.youtube.com/watch?v=cm7rZ16cCr0>

Final Assignment

1. **Write a biography of a famous person. Start with an orientation, describe the events, and finish it with the re-orientation. Write at least 150 words.**

.....

.....

.....

.....

.....

2. **Constructing a historical recount text**

- Think of historical event happened in your hometown.
- Here are some questions to help you add necessary and interesting information to your story.
 1. Who was involved in your story?
 2. Where did it happen?
 3. When did it happen?
 4. What are the important events in the story?
- Follow the rhetorical steps of historical recount texts: orientation, events, and re-orientation.

Text 1

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend".

1. What is the genre of the text?
 - A. Recount
 - B. Fable
 - C. Folktale
 - D. Legend

2. Where can you find the **orientation** of the story?
 - A. In paragraph 1
 - B. In paragraph 2
 - C. In paragraph 3
 - D. None of them

3. What can we get from the story?
 - A. True friends always listen to you wherever you are
 - B. We have to learn how to climb well
 - C. Bear will not harm a dead man
 - D. True Friend is the one who always supports and stands by you in any situation.

4. "It smelt his ears and slowly left the place." (Paragraph 3) The underlined word refers to
 - A. The bear
 - B. The dead man
 - C. The friend who cannot climb
 - D. The friend who climb the tree

5. "He advised me not to believe a **false** friend". The word '**false**' is closest in meaning to ...
 - A. Incorrect
 - B. Fake
 - C. Bad
 - D. Unsuitable

6. Where did the story happen?
 - A. In the river
 - B. In the park
 - C. In the woods
 - D. In the zoo

Text 2

The Spanish Armada

In May 1588 Spain was the most powerful country in the world. King Philip II of Spain was determined to conquer England and become its King. He ordered a large number of ships to be prepared to set sail and invade England.

At first Queen Elizabeth I ignored the rumors of a Spanish invasion, but soon she came to realize the great danger the country was in and she made sure that England would be prepared for a battle. Eventually the Spanish were ready and over 100 ships set sail towards the English Channel.

As soon as the Spanish ships were seen from the English coast, fires were lit on the hills as a signal that the invasion was coming. When the Spanish ships got close enough the English navy closed in and a great sea battle began.

Once the battle began it was obvious to the Spanish that they would be defeated. Not only did the English sailors have stronger and more powerful ships, they also made terrifying use of fire ships – boats that were deliberately set ablaze and then sent in amongst the Spanish fleet. At last the battle was over. A few Spanish ships escaped and eventually reached home, but many were sunk and to this day some of their wrecks still lie on the seabed in the English Channel.

7. What is the genre of the text?
 - A. Narrative
 - B. Folktale
 - C. Biography
 - D. Historical recount

8. What is the social function of the text?
 - A. To explain about the history of Spanish invasion
 - B. To describe the history of Spanish invasion
 - C. To amuse the readers about the history of Spanish invasion
 - D. To tell the readers the history of Spanish invasion

9. “In May 1588 Spain was the most **powerful** country in the world”. The word ‘powerful’ is closest in meaning to ...
 - A. Influential
 - B. Big
 - C. Impressing
 - D. Affecting

10. Who wanted to be the King of England?
 - A. The Prince of England
 - B. The husband of Queen Elizabeth 1
 - C. The King of Spanish
 - D. The Prince of Spanish

11. Where did the battle take place?
 - A. In England
 - B. In Spain

- C. In both countries
 - D. Not known
12. What is the generic structure of paragraph 2?
- A. Event 1
 - B. Event 2
 - C. Complication
 - D. Orientation
13. Why was it clear that Spanish would lost in the battle?
- A. The Spanish sailors were stronger
 - B. The English king was powerful
 - C. The English leader was only a queen
 - D. The English had a powerful vessels
14. What is the main idea of the last paragraph?
- A. The English troops were sunk
 - B. The Spanish could defeat the English
 - C. The English could defeat the Spanish
 - D. The English and the Spanish made an agreement

Text 3

Luis Lionel Andres Messi, born June 24th, 1987, is an Argentinian football player for F.C Barcelona. He is not very tall, mainly, due to the growing problem he had when he was younger. His eyes are brown. He never has short hair.

Lionel Messi started playing football at a very early age in his hometown's Newell's Old Boys. From the age of 11, he suffered from a hormone deficiency and as Lionel's parents were unable to pay for the treatment in Argentina, they decided to move to Barcelona, Spain.

In the 2003-2004 season, when he was still only 16 years old, Messi made his first team debut in a friendly with Porto that marked the opening of the new Dragao stadium. The following championship-winning season, Messi made his first appearance in an official match on October 16th, 2004, in Barcelona's derby win against Espanyol at the Olympic Stadium 0-1.. And now, in 2010, 2011, and 2012 he is best player in the world.

15. What is the text about?
- A. The description of Luis Lionel Andres Messi
 - B. The short story of Luis Lionel Andres Messi
 - C. The biography of Luis Lionel Andres Messi
 - D. The history of Luis Lionel Andres Messi
16. What is the social function of the text?
- A. To tell about the childhood of Luis Lionel Andres Messi
 - B. To describe Luis Lionel Andres Messi
 - C. To amuse the reader about the biography of Luis Lionel Andres Messi
 - D. To narrate Luis Lionel Andres Messi

17. What paragraph is the orientation of the text?
- A. First paragraph
 - B. Second paragraph
 - C. Third paragraph
 - D. Not known
18. How is Luis Lionel Andres Messi?
- A. He is very short
 - B. He never wants to be a footballer
 - C. His parents were rich
 - D. He had got many achievements
19. According to the text, Messi's parents moved to Barcelona
- A. because they had anything in Argentina
 - B. because Messi wanted to move
 - C. to deliver Messi in a good football club
 - D. to make Messi be treated**

Text 4

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

20. What is the genre of the text?
- A. Fable
 - B. Recount
 - C. Legend
 - D. Biography
21.disconnected between one village to another a long time ago in the New Territories.

- A. Another village
 - B. Mountains
 - C. Forests**
 - D. Hills
22. What is the purpose of the writer by writing the story above?
- A. To describe the villages
 - B. To entertain the readers about the story**
 - C. To tell the villagers in general
 - D. To explain the location of the village
23. Based on the text, it can be inferred that the villages are...
- A. distant to each other
 - B. close to each other
 - C. very large area
 - D. still mysterious
24. "They began to run to **avoid** the danger, but Ah Tim kicked against a stone and fell down. " The word " avoid" has a similar meaning to :
- A. escape
 - B. go away
 - C. get in**
 - D. leave
25. What did the woman offer to the wolves?
- A. Ah Tong
 - B. Herself
 - C. Her baby
 - D. Her nephew
26. What was the end of the story?
- A. The wolves ate the villagers
 - B. The wolves ate the sticks
 - C. The wolves ate the baby
 - D. The wolves ate nothing

Text 5

Ki Hadjar Dewantoro

Ki Hadjar Dewantoro, was born on born May 2, 1889, at Yogyakarta. He come from a noble family of Yogyakarta and attended a Dutch-sponsored medical school but failed to complete the course.

Ki Hadjar Dewantoro was the founder of the Taman Siswa school system, an influential and widespread network of schools that encouraged modernization but also promoted indigenous Indonesian culture. He felt that education was the best means to strengthen Indonesians.

The first Taman Siswa schools were established in Java in July 1922. Instruction, carried on informally, emphasized traditional skills and values of Javanese life, particularly music and

dance. Western subjects were taught, too, in order to help students cope with the demands of modern life. Based on traditional Javanese concepts, the Taman Siswa schools appealed primarily to those segments of Indonesian society termed *abangan*, in which the Islamic faith is less deeply entrenched.

Ki Hadjar Dewantoro died on April 26, 1959, at Yogyakarta. Upon his death he was acclaimed a national hero.

27. What is the text about?
 - A. The description of Ki Hadjar Dewantoro
 - B. The history of schools of Ki Hadjar Dewantoro
 - C. The life and death of Ki Hadjar Dewantoro
 - D. The biography of Ki Hadjar Dewantoro

28. What can be inferred about Ki Hadjar Dewantoro?
 - A. He was a doctor
 - B. His parents were rich
 - C. He was so smart
 - D. He always failed

29. What is the last paragraph called?
 - A. Orientation
 - B. Event 1
 - C. Event 2
 - D. Reorientation

30. What is the main idea of the 3rd paragraph?
 - A. The establishment of Taman Siswa
 - B. The development of Taman Siswa
 - C. The *abangan* of Taman Siswa
 - D. The reason of establishing Taman Siswa

1. B
2. A
3. D
4. A
5. B
6. B
7. D
8. C
9. A
10. C
11. A
12. A
13. D
14. C

15. C

16. C

- 17. A
- 18. D
- 19. D
- 20. C
- 21. C
- 22. B
- 23. A
- 24. A
- 25. C
- 26. D
- 27. D
- 28. C
- 29. D
- 30. A