

Develop Your English is a comprehensive learning resource designed to enhance students' English proficiency through an integrated skills approach. This book consists of four units, each focusing on a different text type: descriptive text, recount text, procedure text, and narrative text. Each unit is designed to help students develop the four main language skills—listening, speaking, reading, and writing—by offering engaging activities and tasks. Through these activities, learners will understand the characteristics of different types of texts and improve their ability to express ideas clearly in English. With a practical and interactive approach, this book is a useful tool for both self-study and classroom use, helping learners feel more confident and proficient in English.

DEVELOP YOUR ENGLISH

For English Education Program

Mujahidah, Jelli Anggriana,
Adriana, & Munawarah

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Develop Your English !

“For English Education Program”

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2025



Develop Your English !

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Editor

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Desain Sampul

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Hamzah

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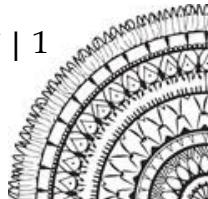
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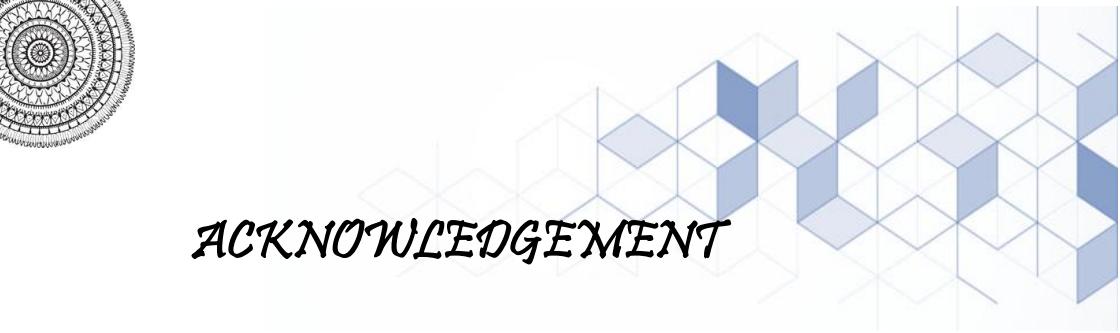
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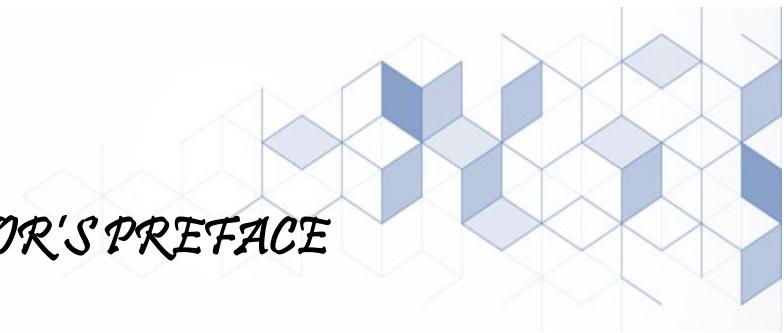
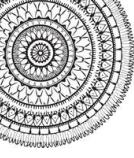


ACKNOWLEDGEMENT

English is a necessity. Many students in English program have difficulties in understanding texts, especially in terms of speaking, listening, reading, and writing. They feel unsure about expressing persuasive ideas when speaking, capturing key points when listening to talks, understanding texts in reading, and putting their thoughts into writing. Understanding and mastering descriptive, recount, procedure, and narrative texts are essential as each text type develops different communication skills, such as describing, recounting, instructing, and storytelling. These abilities aid students in various language learning contexts. Therefore, it is important for them to master descriptive text, recount text, procedure text, and narrative text. Therefore, it is important for them to master descriptive text, recount text, procedure text and narrative text. Hence, the emphasis on mastering descriptive, recount, procedure and narrative text becomes pivotal, as it lays the foundation for enhancing their communication skills across various contexts. So, Students have encountered descriptive, recount, procedure and narrative texts before, but they may struggle to fully understand them. Describing things in their own words can be difficult in descriptive texts, and



organizing events or experiences in a coherent sequence can be challenging in recount texts. Procedural texts can be difficult to follow due to their specific vocabulary and language structures and constructing a well-structured narrative with a clear storyline can be particularly challenging in narrative texts. To improve comprehension, it is essential to use simple vocabulary, logical structure, and short sentences written in the active voice. Many students struggle with understanding step-by-step procedures and may find it challenging to decipher descriptive language, reconstruct past events, and follow structured steps. They need assistance in mastering descriptive, recount, procedural, and narrative texts. They seek guidance in expressing something clearly and in detail within descriptive texts, narrating experiences in chronological order within recount texts, understanding systematic steps in procedural texts and crafting engaging stories in narrative texts. They desire simple tips for clear description in descriptive texts, strategies for presenting experiences sequentially in recount texts, and methods for comprehending and following steps in procedural texts along with effective techniques for crafting a well-structured and captivating narrative text. These students are genuinely seeking support, demonstrating their desire for help in every aspect of explaining and writing descriptive, recount, and procedure and narrative texts.



RECTOR'S PREFACE

Assalamu'alaikum Warahmatullahi Wabarakatuh

Praise be to Allah Subhanahu wa Ta'ala, who always bestows His grace and guidance to all of us. Furthermore, we convey greetings and thanks to the loyal readers, as well as to the entire academic community of IAIN Parepare who always strive to improve the quality of knowledge.

We are happy to announce the authors who have been selected as recipients of the 2025 Scientific Book grant. This is a great achievement for these authors and also shows that our institution is doing a good job of encouraging and developing academic potential.

It is with great pleasure that I, the Chancellor of IAIN Parepare, extend my sincerest congratulations to the author on attaining this prestigious endorsement. This success is clear evidence of your hard work, perseverance, and dedication in exploring science. Hopefully the resulting scientific book can make a positive contribution to scientific development and community life.

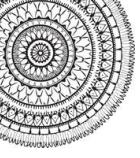
We would also like to express our highest appreciation to the Dean and the assessment team who have carried out the selection in a fair and transparent manner. To all those



who have been involved in organizing the 2025 Scientific Book program, thank you for your participation and hard work.

Happy reading and hopefully this scientific book can be a valuable source of inspiration and knowledge for all of us.

Wassalamu'alaikum Warahmatullahi Wabarakatuh



PREFACE

Praise be to Allah SWT, who has given us many blessings. This includes faith, health, and the chance to create this simple work as a contribution to the pursuit of knowledge. With His guidance and mercy, we have been able to complete this book. *Alhamdulillahi Rabbil 'Alamin.*

May peace and blessings always be upon our beloved Prophet Muhammad SAW, his family, and his companions. As the best example for humanity, he has illuminated our path, guiding us from darkness to the light of wisdom and goodness. *Allahumma salli 'ala Muhammad wa 'ala alihi wa ashabihi ajma'in.*

This book, *Develop Your English*, is designed to help learners improve their English skills in a way that's both organized and interesting. We really hope this book will be a useful resource for students, teachers, and anyone who wants to improve their English skills.

Finally, we would like to express our profound gratitude to all those who have provided support and contributed to the completion of this book. May this humble effort bring benefits to many and become a source of ongoing goodness.

Parepare, 7th February 2025

Writers

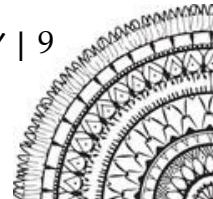
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GOALS	<ul style="list-style-type: none"> • Improve students' understanding of the structure and language of descriptive text to be able to describe objects, places, or events with clarity and detail. • Strengthen speaking and writing skills so that students are able to present experiences or events in a chronological and structured manner in recount texts. • Develop students' ability to understand steps or procedures in detail and compose clear and easy-to-understand procedure texts. • Enhance students' skills in crafting well-structured and engaging narrative texts, including developing compelling plots and creating vivid characters.
STUDENTS COMPETENCE	<ul style="list-style-type: none"> • Basic proficiency in English language skills (listening,

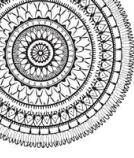
	<p>speaking, reading, and writing).</p> <ul style="list-style-type: none"> • Understanding of fundamental grammar and vocabulary. • Willingness to engage in discussions and express opinions.
MATERIALS	<p>Material: Descriptive Text The Topic is "Describing People & Describing Place"</p> <ul style="list-style-type: none"> • Listening: Provide audio clips with descriptive text about describing people, followed by comprehension questions. • Speaking: Provide some picture on relevant topics, allowing students to articulate and explain picture based on language feature and generic structure of descriptive text. • Writing: Guide students in creating their own descriptive text on topics of personal interest. • Reading: Assign descriptive text for students to analyze and discuss.



Material: Recount Text

The Topic is "Personal Recount & Biographical recount"

- **Listening:** Provide audio clips with recount text about personal recount, followed by comprehension questions.
- **Speaking:** Provide video clips with conversation about personal recount. Allowing students do role play related to the video conversation.
- **Writing:** Guide students in creating their own recount text on topics of personal interest.
- **Reading:** Assign recount text for students to analyze and discuss.



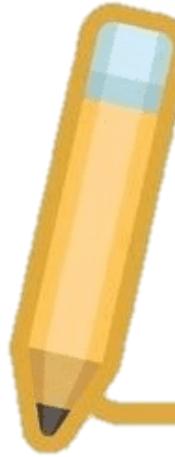
Material: **Procedure Text**

The Topic is "**Manual & Recipe of Procedure text**"

- **Listening:** Provide audio clips with recipe of procedure text, followed by comprehension questions.
- **Speaking:** Provide some picture on relevant topics, allowing students to articulate and explain picture based on language feature and generic structure of procedure text.
- **Writing:** Guide students in creating their own procedure text about recipe or manual on topics of personal interest.
- **Reading:** Assign procedure text for students to analyze and discuss.

	<p>Material: Narrative Text The Topic is "Some stories related to Narrative Text"</p> <ul style="list-style-type: none"> • Listening: Provide audio clips with narrative text, followed by comprehension questions. • Speaking: Provide some relevant topics, allowing students to articulate and explain narrative text based on language feature and generic structure of narrative text. • Writing: Guide students in writing their narrative text. • Reading: Assign narrative text for students to analyze and discuss.
<p>EVALUATION</p>	<ul style="list-style-type: none"> ▪ Listening Assessment: Provide related questions to assess students' understanding of the recording on the topic. ▪ Speaking Assessment: Providing tasks or exercises to present or make videos related to the topics studied.

- **Writing Assessment:** Assessment of descriptive, recount or procedure text based on generic structure and language features.
- **Reading Assessment:** Evaluation of students' comprehension and analysis of descriptive text, recount text and procedure text with a focus on their ability to identify and interpret the text.



UNIT 1

Descriptive Text

This part is divided into four sections:



Listening



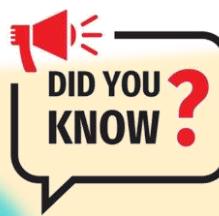
Speaking



Writing



Reading



Definition

Purpose

Generic
Structure

Descriptive
Text

Language
Feature

Object of
writing

Definition

Descriptive text is a type of text that describes a person, animal, or other thing by clarifying its physical characteristics (Sri & Nursahara, 2020). It is specifically used to provide a detailed description of something or someone in particular.

Purpose

The purpose of descriptive text is to describe someone or something specifically to the readers in particular or details.

Object of Writing

Descriptive text usually talks about:

- People around us
- Things around us
- Tourism Places / City / Country
- Company Profile
- Biography of Famous/Successful Person

Language feature

Using simple present tense
Using adjective and adverbs
Using present passive voice



In this part, we will focus
on two objects of
descriptive writing,
namely:

**Describing people and
describing places**

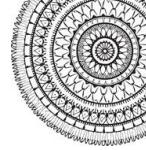
Source: pngtree.com

Describing People

The structure of describing people usually includes several main aspects:

1. Physical Appearance

- **Height:** tall, short, medium height.
- **Build:** slim, overweight, muscular, average build.
- **Hair:** color (blonde, brown, black, red), length (long, short, medium), texture (curly, straight, wavy).
- **Eyes:** color (blue, brown, green), size (big, small), shape (round, almond-shaped).
- **Skin Tone:** fair, dark, tanned, pale.
- **Special Features:** freckles, dimples, scars, tattoos (Fayzieva, 2017).



2. Personality

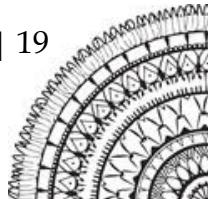
- **Positive Traits:** friendly, kind, generous, honest, hard-working, intelligent.
- **Negative Traits:** lazy, rude, dishonest, selfish, stubborn.
- **Other Traits:** shy, outgoing, funny, serious, creative.

3. Clothing and Accessories

- **Style:** casual, formal, sporty, trendy.
- **Common Items:** T-shirt, jeans, dress, suit, sneakers, sandals, glasses, earrings.

4. Additional Details

- **Age:** young, middle-aged, elderly.
- **Occupation:** student, teacher, engineer, etc.
- **Hobbies or Interests:** reading, playing soccer, painting.



Picture Dictionary

Describing People

HEIGHT



TALL MEDIUM-HEIGHT SHORT

WEIGHT



FAT FIT THIN

AGE



OLD MIDDLE-AGED YOUNG

FACE



ROUND



LONG



oval



MOUSTACHE



BEARD

HAIR



BROWN



DARK



RED



FAIR OR
BLONDE



SPIKY



CURLY



WAVY



STRAIGHT



LONG



SHORT



BALD

EYES



BROWN



GREEN



BLUE



SMALL



BIG



Describing Place

The structure of describing place usually includes several main aspects:

1. General Overview

- **Name of the place:** Start with the name if it's known.
- **Location:** Mention where the place is located (city, country, region).

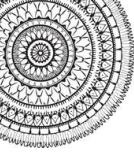
2. Physical Description

- **Size:** large, small, spacious, cramped.
- **Shape:** square, rectangular, irregular.
- **Landscape:** hilly, flat, mountainous, coastal.
- **Buildings/Structures:** types of buildings (modern, old, traditional), landmarks (monuments, bridges), architecture (Victorian, colonial, contemporary).

3. Details of the Surroundings

- **Natural Elements:** rivers, lakes, forests, mountains, beaches, parks.
- **Man-made Elements:** roads, bridges, gardens, statues.
- **Colors and Textures:** green fields, sandy beaches, cobblestone streets, brick walls.





4. Atmosphere and Ambiance

- **Weather/Climate:** sunny, rainy, foggy, hot, cold, tropical.
- **Vibe/Mood:** peaceful, bustling, quiet, lively, cozy.
- **Sound/Noise:** noisy, quiet, echoing, filled with the sound of birds, traffic.

5. Function/Use

- **Purpose of the place:** residential, commercial, recreational, historical.
- **Activities:** what people usually do there (shopping, relaxing, sightseeing, working).

ADJECTIVES TO DESCRIBE A

- | | | |
|----------------|------------------|----------------|
| ○ Beautiful | ○ Exciting | ○ Touristy |
| ○ Boring | ○ Rushy | ○ Valuable |
| ○ Bustling | ○ Expensive | ○ Heart touchy |
| ○ Charming | ○ Rare | ○ Catchy |
| ○ Contemporary | ○ Unique | ○ Ghostly |
| ○ Compact | ○ Famous | ○ Heaven |
| ○ Vast | ○ Fantastic | ○ Hell |
| ○ Notorious | ○ Huge | ○ Marvelous |
| ○ Amazing | ○ Fascinating | ○ Ruined |
| ○ Suitable | ○ Lively | ○ Devastated |
| ○ Perfect | ○ Inexpensive | ○ Moist |
| ○ Cosmopolitan | ○ Popular | ○ Cold |
| ○ Crowded | ○ Picture square | ○ Hot |

Crowded

- Bustling
- Packed
- Busy
- Rushy



Beautiful

- Charming
- Attractive
- Picturesque
- Scenic



Expensive

- Luxurious
- Lavish
- Posh
- Fancy
- Exclusive



Famous

- Popular
- Touristy
- Hotspot
- Well-known



Source: www.engdic.org



LISTENING

Learning Objective:

By the end of this lesson, you will be proficient in identifying and comprehending descriptive language elements, such as adjectives, sensory details, and organizational patterns, within a spoken descriptive text that you listen to.



Source: d.pngtree.com

What does
he/she look
like?

DESCRIBING PEOPLE

An audio recording is
available here



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



Vocabulary

Physical appearance	: Penampilan fisik
Pointed-nose	: Hidung mancung
Ambitious	: Berambisi
Straight	: Lurus
Blonde	: Pirang
Character	: Watak
Personality	: Kepribadian
Energetic	: Giat
Gorgeous	: menawan



Activity 1

Listen an audio recording about Mr. Marzuki. Decide whether these statements are **true or false**.

1. Mr. Marzuki works hard for his family. (T/F)
2. He does exercise every day. (T/F)
3. He has brown skin. (T/F)
4. His eyes are black. (T/F)
5. Mr. Marzuki teaches sports. (T/F)



Activity 2

Work in pair. Listen to the audio recording again.

Write down on your notebook 5 **adjectives** and **adverbs** from the recording.

Write down the **identification part** of this monologue.

Discuss with your partner about his **physical appearance**. Write on your notebook.

ADJECTIVE	
<input type="radio"/>	1.
<input type="radio"/>	2.
<input type="radio"/>	3.
<input type="radio"/>	4.
<input type="radio"/>	5.

ADVERB	
<input type="radio"/>	1.
<input type="radio"/>	2.
<input type="radio"/>	3.
<input type="radio"/>	4.
<input type="radio"/>	5.



Source: d.pngtree.com



Source: vecteezy.com

IDENTIFICATION PART	
<input type="radio"/>	





Task

Choose the correct answer below after listening to the audio recording.



1. Who is described by the woman?
 - a. her mother
 - b. her father
 - c. her brother
 - d. her grandfather
2. Why does Mr. Marzuki have well-built body?
 - a. Because he eats healthy food
 - b. Because he has exercise everyday
 - c. Because he always drinks milk everyday
 - d. because he doesn't do exercise
3. How old is Mr. Marzuki?
 - a. 36
 - b. 45
 - c. 35
 - d. 65
4. What time does Mr. Marzuki always go home from school?
 - a. 03.30 PM
 - b. 03.00 AM
 - c. 03.00 PM
 - d. 06.00 PM
5. Does the woman love her father?
 - a. Yes, they do
 - b. Yes, she does
 - c. No, she doesn't
 - d. No, she won't



SPEAKING

Learning Objective:

By the end of this lesson, you will be able to speak clearly and describe objects, people and places using good sentences in accordance with the provisions and language feature of descriptive texts.

Here is an example of describing people:

My Best Friend

I have a classmate at school. His name is Bryan. We often meet to play, and he is always nice to me. Bryan's body is **tall and well-proportioned**. His slender body makes his friends envious. He has **straight brown hair**.

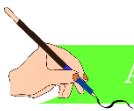
His hobbies are **running, swimming and writing poems**. Bryan is not only handsome, but also very **friendly** to his friends and **polite** to his teachers. Bryan always smiles at those who greet him. Every morning, Bryan and I go to school together.



Note:

If you describe person, you have to describe about:

1. Physical Appearance (Build, eyes, complexion, etc.)
2. Personality traits (Kind, humble, friendly, etc.)
3. Current condition or fact (Job, hobby, regular activities, etc.)



Activity 1

Please look at the picture below and describe the physical appearance of each person in the picture. Take turns explaining in front of your friends. Ask your friends to guess and name the person you are describing.

Guess who!



Source: *Pinterest (Learnnewlanguage)*



Activity 2

Pair Work: In pairs, take turns describing a celebrity or someone you know well. Your partner should listen carefully and try to guess who you are describing. Make sure to provide enough details about the person's appearance, personality, and other



Source: www.edutopia.org



Task

Choose one person (it could be a friend, a parent, a teacher, an idol, etc.), then describe them and record yourself in front of the camera.



VOCABULARY

Complexion	: Warna kulit
Generous	: Dermawan
Multitalented	: Memiliki banyak talenta
Slanted-eyes	: Mata sipit
Mole	: Tahi lalat
Dimple	: Lesung pipi
Wavy-hair	: Rambut ikal
Medium-build	: Sedang (Tingginya)
Helpful	: Suka menolong
Brainy	: Pintar
Kind	: Baik hati
Tall	: Tinggi
Short	: Pendek
Slim	: Langsing
Muscular	: Berotot
Overweight	: Kelebihan berat badan
Curly	: Keriting
Straight	: Lurus
Wavy	: Bergelombang



WRITING

Learning Objective:

By the end of this lesson, you will be able to write descriptive texts using language features and a generic structure, as well as effectively convey vivid details to create a good written text.

In this part, we will focus on learning about **DESCRIBING PLACE**.

DESCRIBING PLACE

Structure of text

1

Identification

2

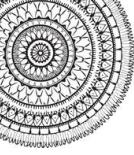
Description

Tips:

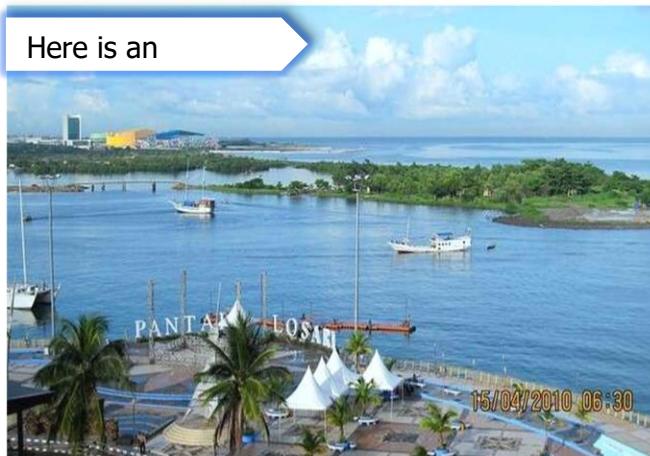
What is the place?

Where is it?

How does it look like?



Here is an



Losari beach

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast.

Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Identificatio

Description

Source: indonesiatourism.com





Activity 1

Write some words you do not understand from the text above. Write them on the following table then consult the dictionary.

No	Vocabulary	Meaning
1.	Edge	Tepi



Activity 2

Please look at the picture below and describe the characteristics of the place in the picture. Take turns explaining in front of your friends.



Source: Pinterest (ayiin_)



Source: dailytravelpill.com



Source: Luxuruindonesiatravel.com



Task

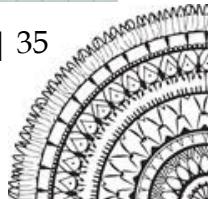
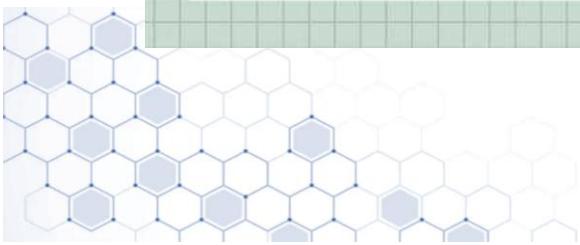
Write a description about your favorite tourism place. Remember to start with the identification part then description part.

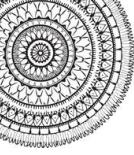
This block contains a large, blank lined writing area. The page is framed by a brown border. In the top right corner of the writing area, there is a decorative row of six hearts in shades of pink and red.



VOCABULARY

- | | |
|--|--------------------------|
| <input type="checkbox"/> Scenic | - Indah, menawan |
| <input type="checkbox"/> Historic | - Bersejarah |
| <input type="checkbox"/> Bustling | - Ramai, sibuk |
| <input type="checkbox"/> Remote | - Terpencil |
| <input type="checkbox"/> Picturesque | - Indah seperti lukisan |
| <input type="checkbox"/> Urban | - Perkotaan |
| <input type="checkbox"/> Rural | - Pedesaan |
| <input type="checkbox"/> Coastal | - Pesisir pantai |
| <input type="checkbox"/> Lush | - Subur, hijau |
| <input type="checkbox"/> Majestic | - Megah, agung |
| <input type="checkbox"/> Serene | - Tenang, damai |
| <input type="checkbox"/> Vibrant | - Hidup, penuh warna |
| <input type="checkbox"/> Charming | - Menawan |
| <input type="checkbox"/> Tranquil | - Tenang |
| <input type="checkbox"/> Crowded | - Penuh sesak |
| <input type="checkbox"/> Iconic | - Ikonik, terkenal |
| <input type="checkbox"/> Picturesque | - Indah, cantik |
| <input type="checkbox"/> Sprawling | - Meluas, tersebar |
| <input type="checkbox"/> Rustic | - Sederhana, pedesaan |
| <input type="checkbox"/> Breathtaking | - Mempesona, menakjubkan |
| <input type="checkbox"/> Isolated | - Terpencil, jauh |





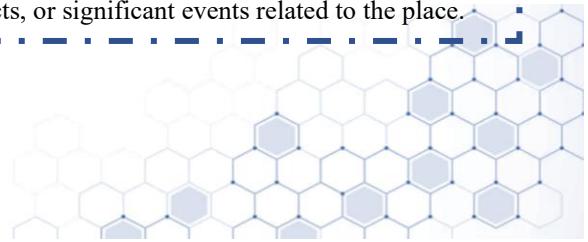
READING

Learning Objective:

By the end of this lesson, you will be able to analyze descriptive texts, identifying the language features and organizational structures used. Moreover, you will develop the skill to comprehend vivid details in written texts, enhancing your overall reading comprehension and interpretation

Points to Consider in Describing Place:

1. **Main Idea and Details:**
 - Identify the main idea of the text. What is the primary place being described? Pay attention to how the details support the main idea.
2. **Use of Adjectives (POC English, 2023):**
 - Notice how adjectives are used to create a vivid picture of the place. Adjectives related to size, color, and texture are often employed.
3. **Spatial Organization:**
 - Observe how the description is organized spatially. Does the text describe the place from top to bottom, inside to outside, or from one particular point of view?
4. **Imagery and Sensory Details:**
 - Pay attention to imagery and sensory details. These are descriptions that appeal to the senses (sight, sound, smell, taste, touch) to make the place more real in the reader's mind.
5. **Descriptive Language:**
 - Focus on the use of descriptive language, including metaphors and similes, that enrich the description of the place.
6. **Purpose and Tone:**
 - Consider the purpose of the text. Is it meant to inform, persuade, or entertain? Also, identify the tone of the description—whether it is positive, negative, nostalgic, etc.
7. **Contextual Clues:**
 - Look for contextual clues within the text that might help in understanding the place better. For example, references to time periods, cultural aspects, or significant events related to the place.





Activity

Read the following text and answer the questions based on the text.

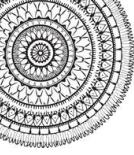
EIFFEL TOWER

The Eiffel Tower is an iron tower located in Paris. Built in 1889, it is the most recognizable structures in Paris. The tower is the tallest building in Paris and the most visited monument, millions of people visit the tower every year. The designer was Gustave Eiffel. The tower stands 324 meters tall, about the same height as an 81-story building. The tower is the second tower in France tower has three levels for visitors. Tickets can be purchased at the gate of the tower. There are restaurants on the first and the second floor of the building with excellent food. The tower has become the most prominent symbol of both Paris and France. Many movies have been taken in the location around the tower.

Answer these questions!

- What's the text about?
- Where is the Eiffel tower located?
- When was the Eiffel tower built?
- Where are the restaurant in the tower?
- Is it the tallest building in Paris?





Activity 2

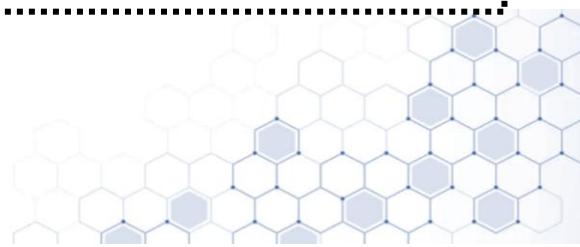
Read each statement carefully and decide whether it is True or False according to the text. Mark your answer with a "T" for True or an "F" for False.

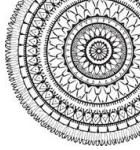
1. The Eiffel Tower is made of iron and is located in Paris. (T / F)
2. The Eiffel Tower was built in the year 1989. (T / F)
3. The Eiffel Tower is one of the most recognizable structures in Paris. (T / F)
4. The Eiffel Tower is the second tallest building in Paris. (T / F)
5. Gustave Eiffel was the designer of the Eiffel Tower. (T / F)
6. The Eiffel Tower stands 324 meters tall, which is approximately the same height as an 81-story building. (T / F)
7. The Eiffel Tower has two levels for visitors. (T / F)
8. Tickets to visit the Eiffel Tower can be purchased online only. (T / F)
9. There are restaurants on the first and second floors of the Eiffel Tower. (T / F)
10. The Eiffel Tower has become a symbol of Paris and France, and many movies have been filmed around it. (T / F)



Task

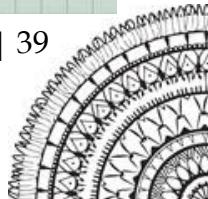
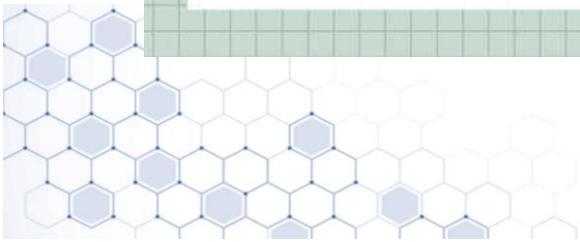
Please re-read the text above. Mark the identification and description parts. Identify the language features. Underline two simple present sentences and highlight 4 adjectives and adverbs.



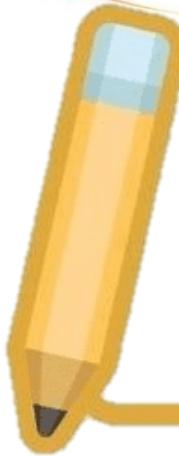


VOCABULARY

- | | |
|--|-----------------|
| <input type="checkbox"/> Tower | - Menara |
| <input type="checkbox"/> Iron | - Besi |
| <input type="checkbox"/> Located | - Terletak |
| <input type="checkbox"/> Recognizable | - Dikenali |
| <input type="checkbox"/> Structures | - Struktur |
| <input type="checkbox"/> Tallest | - Tertinggi |
| <input type="checkbox"/> Building | - Bangunan |
| <input type="checkbox"/> Monument | - Monumen |
| <input type="checkbox"/> Designer | - Perancang |
| <input type="checkbox"/> Meters | - Meter |
| <input type="checkbox"/> Height | - Tinggi |
| <input type="checkbox"/> Visitors | - Pengunjung |
| <input type="checkbox"/> Levels | - Tingkat |
| <input type="checkbox"/> Tickets | - Tiket |
| <input type="checkbox"/> Gate | - Pintu gerbang |
| <input type="checkbox"/> Restaurants | - Restoran |
| <input type="checkbox"/> Floor | - Lantai |
| <input type="checkbox"/> Symbol | - Simbol |
| <input type="checkbox"/> Prominent | - Menonjol |
| <input type="checkbox"/> Movies | - Film |
| <input type="checkbox"/> Location | - Lokasi |
| <input type="checkbox"/> Built | - Dibangun |





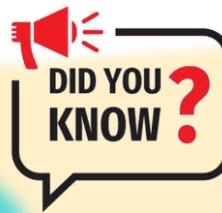


UNIT 2

Recount Text

This part is divided into four sections:





Definition

Types

Generic
Structure

Recount Text

Function

Language
Feature

What is Recount Text?

Recount text is a text that retells a story, an experience, or an event that happened in the past (Cavanagh, 1998).

Types of recount text

- 1) Personal recount
- 2) Factual recount
- 3) imaginative recount
- 4) Historical recount

The Function of Recount Text:

- To tell experiences in which the writer was personally involved
- To inform the readers by telling the past events historically and achievements in a person's life
- To chronicle past events regarded as historically significant.

Generic Structure of Recount Text:

- Orientation: tells who is involved in the story, when, where, and why the story happened.
- Series of events: tells what happened in the story
- Re-orientation (optional): tells the conclusion of the story (Riana, et.al., 2020).

Language Feature of Recount Text:

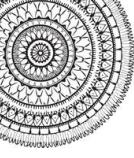
Introducing personal participant: I, my group, etc

Using chronological connection: then, first, etc

Using linking verb: was and were

Using action verb sent, taught, etc

Using Simple Past Tense forgot, imagined, etc.



Here is an example of Recount Text. Let's watch together!

Example of Recount Text:

Jendral 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. Jendral 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 recognised Indonesia's independence. He is buried at Semaki heroes cemetery in Yogyakarta.



Click here: <https://www.youtube.com/watch?v=zGRZIDudZtI>



LISTENING

Learning Objective:

By the end of this lesson, you will be proficient in identifying and comprehending recount text elements, such as generic structure and language feature from the spoken language that you listen to.



REMEMBER

When listening to a recount text, there are several key aspects that students should pay attention to:

1. Generic Structure:

- **Orientation:** Listen for the introduction, where the speaker sets the scene by providing background information such as who was involved, where the event took place, and when it happened.
- **Events:** Focus on the sequence of events being described. Pay attention to the chronological order and how the events are connected.
- **Reorientation:** Notice how the recount concludes. Often, this part includes a personal reflection or a summary of the events.

2. Language Features:

- **Past Tense:** Since recount texts describe past events, pay attention to verbs that are in the past tense. These are key indicators of the actions that took place.
- **Time Connectives:** Listen for words and phrases that indicate the sequence of events, such as "first," "then," "after that," and "finally."
- **Specific Details:** Pay close attention to specific details, like names, dates, and places, which help to give a clear picture of the events being recounted.

3. Tone and Emotion:

- Listen to the speaker's tone of voice. It can provide clues about how the speaker feels about the events being described, which can enhance your understanding of the text.

4. Context Clues:

- Use context clues from the surrounding sentences to infer the meaning of any unfamiliar words or phrases. This will help you better understand the overall recount.



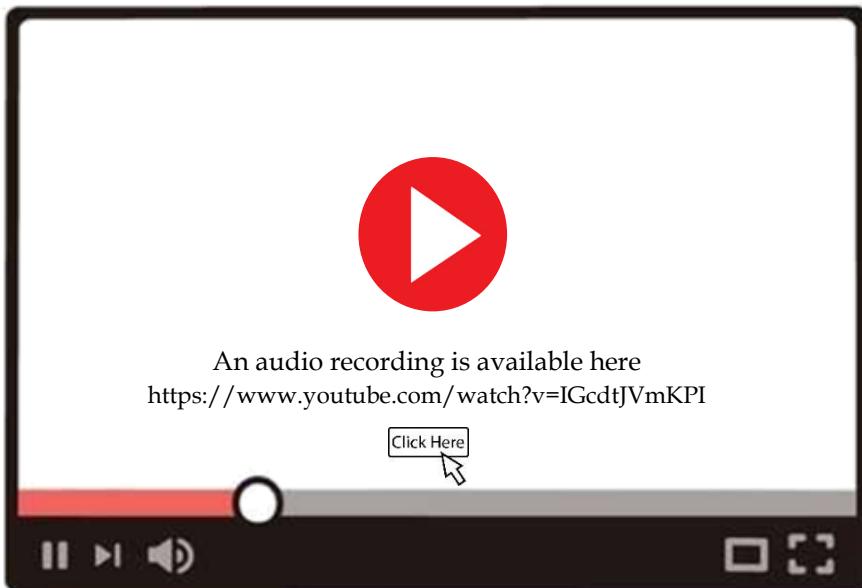
Activity

Listen to an audio and fill in the blank based on the words you hear.

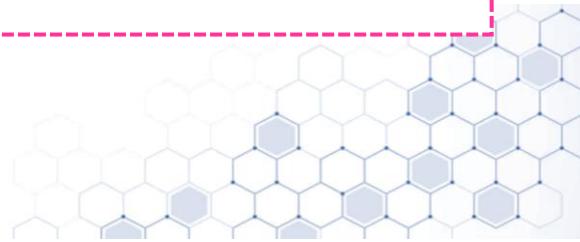


An audio recording is available here
<https://www.youtube.com/watch?v=IGcdtJVmKPI>

Click Here



I had a _____ (1) day yesterday. First, I _____ (2) an hour late because my alarm clock didn't ____ (3). Then, I was in such a hurry that I burned my hand when I was making _____ (4). After eating breakfast, I got dressed so quickly that I _____ (5) to wear socks. Next, I _____ (6) of the house trying to get the 9:30 bus, but of course I _____ (7) it. I wanted to take a taxi, but I didn't have _____ (8) money. Finally, I walked _____ (9) to my school only to discover that it was _____ (10) ! I hope I never have a day as the one I had yesterday.





Task

Listen to an audio again then answer these questions

1. What is the purpose of the text?

3. What type of recount text is it?

2. Mention three action verbs of the text?

2. Explain about the orientation of the text !

VOCABULARY

- | | |
|---|------------------|
| <input type="checkbox"/> Terrible | - Mengerikan |
| <input type="checkbox"/> Day | - Hari |
| <input type="checkbox"/> Yesterday | - Kemarin |
| <input type="checkbox"/> Late | - Terlambat |
| <input type="checkbox"/> Alarm clock | - Jam weker |
| <input type="checkbox"/> Ring | - Berbunyi |
| <input type="checkbox"/> Hurry | - Tergesa-gesa |
| <input type="checkbox"/> Burned | - Terbakar |
| <input type="checkbox"/> Hand | - Tangan |
| <input type="checkbox"/> Make | - Membuat |
| <input type="checkbox"/> Breakfast | - Sarapan |
| <input type="checkbox"/> Dressed | - Berpakaian |
| <input type="checkbox"/> Quickly | - Cepat |
| <input type="checkbox"/> Forgot | - Lupa |
| <input type="checkbox"/> Wear | - Memakai |
| <input type="checkbox"/> Socks | - Kaus kaki |
| <input type="checkbox"/> Ran out | - Berlari keluar |
| <input type="checkbox"/> Bus | - Bus |
| <input type="checkbox"/> Missed | - Ketinggalan |
| <input type="checkbox"/> Taxi | - Taksi |
| <input type="checkbox"/> Money | - Uang |



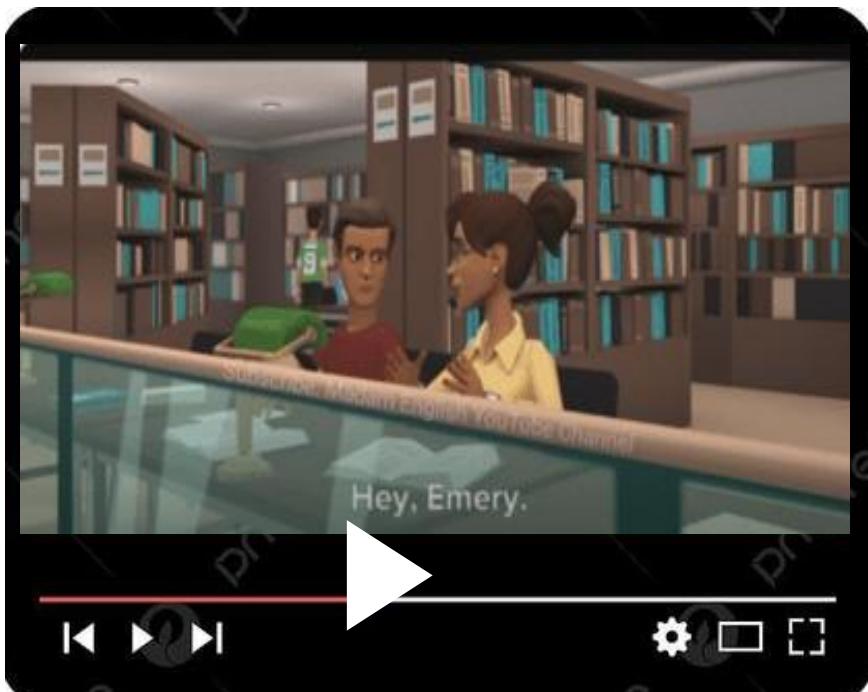
SPEAKING

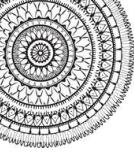
Learning

By the end of this lesson, you will be able to speak clearly and retell story in accordance with the provisions and language feature of recount texts.

Now, let's watch this video and pay attention to what they are talking about.

<https://www.youtube.com/watch?v=McylVhMQ2rI>





Activity 1

Role Play: Work in pair. It's your turn to practice this conversation. Prepare yourselves then practice in front of the class.



Hey emery, how was your holiday?



Oh, it was fun.



Where did you go?



I went to my grandparents' house.



It was your first time to go to your hometown, right?



Yes, that's right. Since my family and I moved to Jakarta my grandparents decided to went back to their hometown.



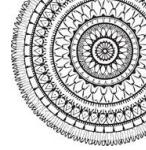
Well, what did you do there?



On the first day at my hometown, I rode a bicycle with my grandfather around the village. The view was beautiful. I saw a big mountain with thick clouds on top and also a large rice field.

Then, we went to the river it was very clean and the water was cold. Many children swam at the river. Then, I got an embarrassing moment.





Oh, what happened?



Well, I wanted to wash my face then I went to the river. When I wanted to get water from the river, I slipped and fell into the river. All the children were laughing. Finally, I went back to my grandparents' house with the wet clothes.



Oh my god, it was so embarrassing. Then, did you go to that river again on the next day?



Well, my sister asked me to swim at the river but I decided not to go. I was shy if I met those children again. Then my sister went there with my cousins. So, I went to the farm with my grandmother. We collected some eggs and milked the cows, after that we went to the field. We picked some vegetables and fruits. I always had delicious and healthy meals at my grandparents' house.



How long did you stay there?



I stayed for a week. It was very exciting holiday and you know? I would never forget the moment I fell into the river.



Oh, what an interesting holiday!





Activity 2

Group Discussion: Form small groups. Discuss the most memorable holiday you've had. Choose one person to present your discussion to the class.



Source: freepik.com



Task

Make a video: Please retell one of unforgettable moment in your life!

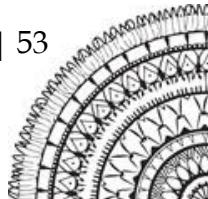


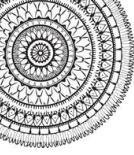
Source: vectorportal.com



VOCABULARY

- | | |
|---|-----------------------|
| <input type="checkbox"/> Holiday | - Liburan |
| <input type="checkbox"/> Grandparents | - Kakek-nenek |
| <input type="checkbox"/> Hometown | - Kampung halaman |
| <input type="checkbox"/> Moved | - Pindah |
| <input type="checkbox"/> Village | - Desa |
| <input type="checkbox"/> View | - Pemandangan |
| <input type="checkbox"/> Mountain | - Gunung |
| <input type="checkbox"/> Clouds | - Awan |
| <input type="checkbox"/> Rice field | - Sawah |
| <input type="checkbox"/> River | - Sungai |
| <input type="checkbox"/> Clean | - Bersih |
| <input type="checkbox"/> Cold | - Dingin |
| <input type="checkbox"/> Children | - Anak-anak |
| <input type="checkbox"/> Embarrassing | - Memalukan |
| <input type="checkbox"/> Slipped | - Tergelincir |
| <input type="checkbox"/> Wet | - Basah |
| <input type="checkbox"/> Swim | - Berenang |
| <input type="checkbox"/> Farm | - Peternakan |
| <input type="checkbox"/> Collected | - Mengumpulkan |
| <input type="checkbox"/> Milk (the cows) | - Memerah susu (sapi) |
| <input type="checkbox"/> Vegetables | - Sayuran |
| <input type="checkbox"/> Fruits | - Buah-buahan |





WRITING

Learning Objective:

By the end of this lesson, you will be able to write recount texts using language features and a generic structure, as well as effectively convey vivid details to create a good written text.



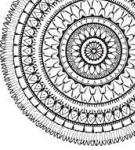
Activity 1

Arrange these sentences into a good paragraph!

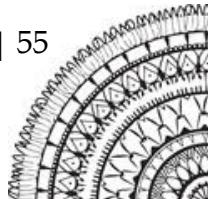
Pay attention to its generic structure and language feature.

1. We left our house at about 5 o'clock in the morning. We took a taxi to the railway station.
2. Finally, our train came. All of us rushed to get on the train.
3. Last Lebaran, my family and I went to our hometown. We decided to take a train because it is more comfortable.
4. It took about 5 to 7 hours to get to our hometown. We enjoyed our journey.
5. We took the carriage no 3 according to our tickets.
6. But our train was late for about fifteen minutes, so we had to wait a bit longer.
7. After finding our seats, we sat comfortably.
8. We arrived at the station at six. Our train would leave at 6.40.





Write here





Task

Now, write a recount text here! It could be a personal recount, factual recount, imaginative recount, or historical recount.

Introduction: who, what, where?

What happened?

First

Then

Next

Finally

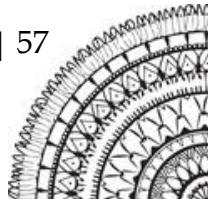
End

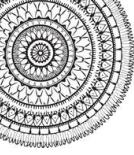
Source: stphilomenasns.weebly.com



VOCABULARY

- | | |
|---|-------------------|
| <input type="checkbox"/> House | - Rumah |
| <input type="checkbox"/> Morning | - Pagi |
| <input type="checkbox"/> Taxi | - Taksi |
| <input type="checkbox"/> Railway station | - Stasiun kereta |
| <input type="checkbox"/> Train | - Kereta api |
| <input type="checkbox"/> Rushed | - Bergegas |
| <input type="checkbox"/> Get on | - Naik |
| <input type="checkbox"/> Lebaran | - Lebaran |
| <input type="checkbox"/> Hometown | - Kampung halaman |
| <input type="checkbox"/> Decided | - Memutuskan |
| <input type="checkbox"/> Take | - Naik/mengambil |
| <input type="checkbox"/> Comfortable | - Nyaman |
| <input type="checkbox"/> Journey | - Perjalanan |
| <input type="checkbox"/> Carriage | - Gerbong |
| <input type="checkbox"/> According to | - Sesuai dengan |
| <input type="checkbox"/> Tickets | - Tiket-tiket |
| <input type="checkbox"/> Late | - Terlambat |
| <input type="checkbox"/> Wait | - Menunggu |
| <input type="checkbox"/> Seats | - Tempat duduk |
| <input type="checkbox"/> Comfortably | - Dengan nyaman |





READING

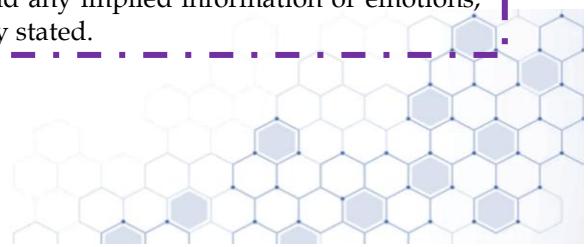
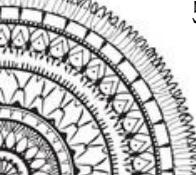
Learning Objective:

By the end of this lesson, you will be able to analyze recount texts, identifying the language features and organizational structures used. Moreover, you will develop the skill to comprehend vivid details in written texts, enhancing your overall reading comprehension and interpretation.



REMEMBER

- When reading a recount text, students should focus on these key points:
 1. **Structure:**
 - o **Orientation:** Look for the introduction, where the text tells you who, what, when, and where the events happened.
 - o **Events:** Pay attention to the sequence of events as they happen in order. This is the main part of the recount.
 - o **Reorientation:** If there is a conclusion, notice how the story wraps up, including any final thoughts or feelings.
 2. **Language Features:**
 - o **Past Tense:** Since recounts describe past events, watch for verbs in the past tense (like *went*, *saw*, *was*).
 - o **Time Words:** Words like *first*, *then*, *next*, and *finally* help you follow the order of events.
 - o **Specific People and Places:** Pay attention to who or what is being talked about, as the recount usually focuses on specific participants.
 - o **Descriptive Words:** Look for words that describe details (adjectives and adverbs) to better understand what happened.
 3. **Understanding:**
 - o **Main Idea:** Identify the overall point or experience the recount is describing.
 - o **Order of Events:** Make sure you understand the correct sequence of what happened.
 - o **Details:** Try to understand any implied information or emotions, even if they're not directly stated.





Activity

Read the following text and answer the questions based on the text.

RA Kartini

RA Kartini or Raden Adjeng Kartini is a heroine of emancipation of woman who was born in Jepara on April 21, 1879. Kartini's father was a Jepara Regent named R.M.A.A Sosroningrat. She was the fifth child from a total of eleven siblings. During her life, Kartini tried to fight for gender equality because she felt that women were oppressed.

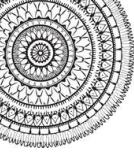
At that time, women were not allowed to obtain higher education. Kartini was a smart woman and she could speak Dutch. From Dutch newspapers and magazines, she was attracted by European women's advance thinking. From there she started her fight in establishing a school for women supported by her husband, K.R.M. Adipati Ario Singgih Djojo Adhiningrat. Kartini died at the age of 25.

Answer these questions!

1. Identify the generic structure of the text!
2. Identify language features of the text!
3. Who's R.A Kartini?
4. According to the text, what happened during her life?
5. What can you learn from her life story?



Source: brainly.com



Activity 1

TRUE OR FALSE. Read the text about RA Kartini carefully. Decide if the following statements are true or false. If the statement is false, write the correct information.

1. RA Kartini was born in Jepara on April 21, 1879.
2. Kartini was the youngest child in her family.
3. During her life, Kartini fought for gender equality.
4. Kartini's husband did not support her efforts to establish a school for women.
5. RA Kartini died at the age of 25.



Task

- **Find Reading Material:**

Search for a recount text online or in your textbooks. Make sure the text tells a story about a personal experience, historical event, or biography.

- **Read the Text:**

Read the text carefully and pay attention to its structure (orientation, events, and reorientation) and language features (past tense, action verbs, specific details).

- **Discuss with Your Friends:**

In pairs or small groups, discuss the following questions:

1. What is the main idea of the text?
2. What are the key events mentioned in the text?
3. How does the text follow the structure of a recount text (orientation, events, reorientation)?
4. Identify any specific language features used in the text (e.g., past tense verbs, time connectives).

- **Prepare to Share:**

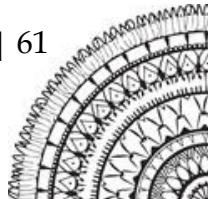
Be ready to share your discussion results with the class.



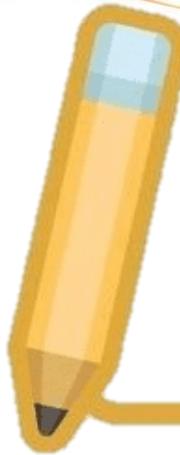


VOCABULARY

- | | |
|---|------------------------|
| <input type="checkbox"/> Heroine | - Pahlawan wanita |
| <input type="checkbox"/> Emancipation | - Emansipasi |
| <input type="checkbox"/> Woman | - Wanita |
| <input type="checkbox"/> Born | - Lahir |
| <input type="checkbox"/> Regent | - Bupati |
| <input type="checkbox"/> Siblings | - Saudara kandung |
| <input type="checkbox"/> Life | - Kehidupan |
| <input type="checkbox"/> Fight | - Berjuang |
| <input type="checkbox"/> Gender | - Gender/Jenis kelamin |
| <input type="checkbox"/> Equality | - Kesetaraan |
| <input type="checkbox"/> Oppressed | - Tertindas |
| <input type="checkbox"/> Allowed | - Diizinkan |
| <input type="checkbox"/> Obtain | - Memperoleh |
| <input type="checkbox"/> Higher education | - Pendidikan tinggi |
| <input type="checkbox"/> Smart | - Cerdas |
| <input type="checkbox"/> Speak | - Berbicara |
| <input type="checkbox"/> Attracted | - Tertarik |
| <input type="checkbox"/> Newspapers | - Koran |
| <input type="checkbox"/> Magazines | - Majalah |
| <input type="checkbox"/> Thinking | - Pemikiran |
| <input type="checkbox"/> Establishing | - Mendirikan |
| <input type="checkbox"/> Supported | - Didukung |



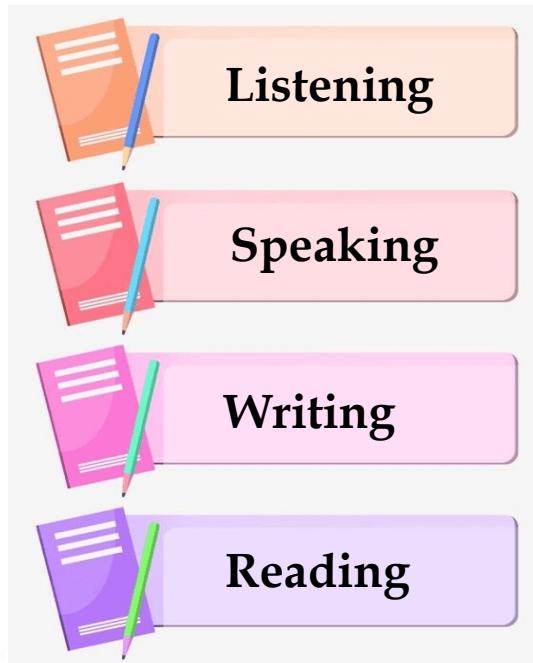


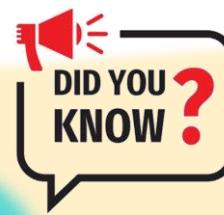


UNIT 3

Procedure Text

This part is divided into four sections:





Definition

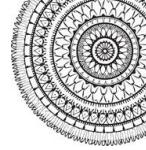
Types

Generic
Structure

Procedure
Text

Function

Language
Feature



What is procedure Text?

Procedure text is a text that explains how to do / make something step by step.

Types of procedure text

1) Recipe

a text that explains the steps to make or cook a particular food or drink.

2) Manual

a text that provides step-by-step guidance or instructions for performing a task, such as using a tool, assembling a product, or completing a specific task.

Function of procedure Text:

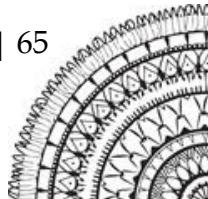
- To provide information for readers how to make or do something.
- To persuade the readers to follow the step or instruction to obtain the purpose.
- To advise the readers to do the step correctly in making something (Wiranata, 2020).

Generic Structure:

- Goal
- Material
- Steps
(Qothrunnada, 2021)

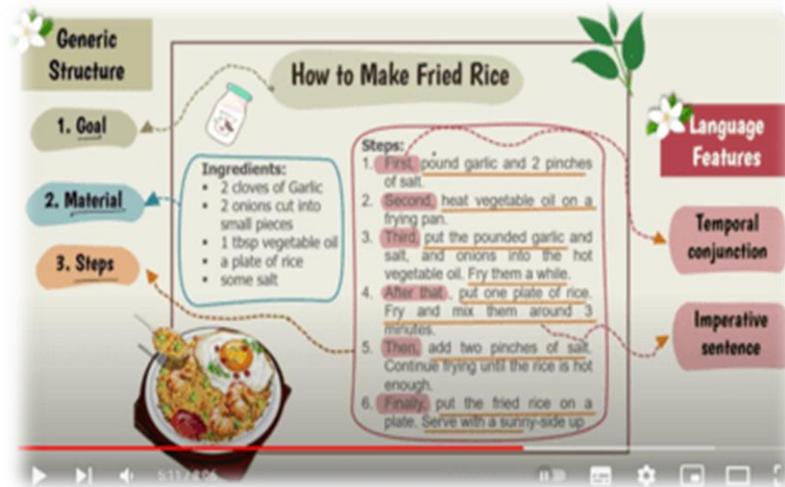
Language Feature:

- Temporal conjunction
- Imperative sentence



Here is an example of procedure text

Source: https://www.youtube.com/watch?v=J_T3Rit5QJQ



LISTENING

Learning Objective:

By the end of this lesson, you will be proficient in identifying and comprehending procedure text elements, such as generic structure and language feature from the spoken language that you listen to.

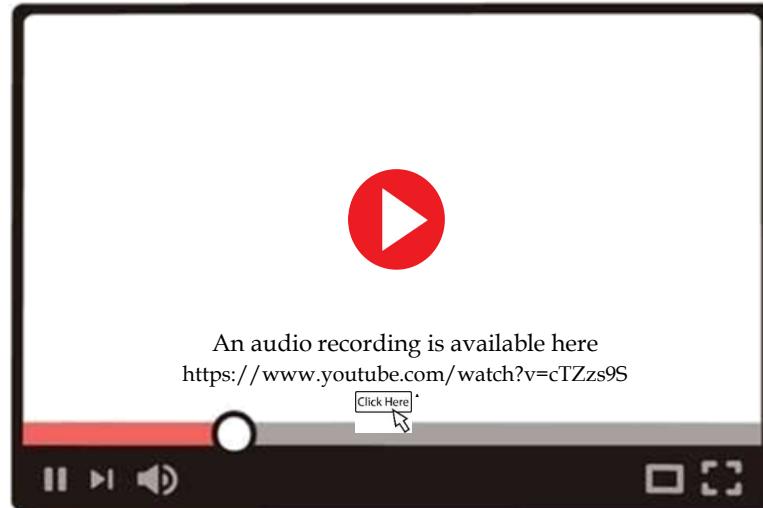


REMEMBER

When listening to a **procedure text**, students should focus on these main points:

1. **Purpose:** Understand that the text is giving instructions on how to do something, like cooking a dish or using a device.
2. **Key Words:** Listen for action words (like "mix," "cut," "add") and sequence words (like "first," "next," "finally") that show what to do and in what order.
3. **Order of Steps:** Follow the steps in the correct order. Skipping or mixing steps can cause mistakes.
4. **Details:** Pay attention to specific details like amounts, times, and tools needed. These help you do the steps correctly.
5. **Warnings:** Listen for warnings or tips, like "be careful" or "do not." These are important to avoid mistakes or stay safe.
6. **Repetition:** Notice if any steps are repeated or emphasized; these are often the most important parts.
7. **End Goal:** Know what the final result should be. This helps you understand if you are doing the procedure correctly.





Activity 1

Listen to an audio recording and answer these questions below!

1.
 - a. You need strawberry sauce.
 - b. You need chocolate ice cream and chocolate sauce.
 - c. You need three bananas.
2.
 - a. You need a plate.
 - b. You need a very small bowl.
 - c. You need a big bowl.
3.
 - a. Cut the banana into two long pieces.
 - b. Cut the banana into many small pieces
 - c. Do not cut the banana.
4.
 - a. Add one scoop of chocolate ice cream.
 - b. Add two scoops of chocolate ice cream.
 - c. Add three scoops of chocolate ice cream.
5.
 - a. Wait an hour before eating the banana split.
 - b. Don't eat the banana split while it is cold.
 - c. Eat the banana split right away.



Image source: kkbox.com





Task

Listen carefully to the audio recording about how to make a banana split. After listening, read the statements below. Decide if each statement is True or False based on the information in the audio.

1. You need vanilla ice cream, strawberry ice cream, chocolate ice cream, and chocolate sauce.
 TRUE FALSE
2. You need a small bowl to put everything in.
 TRUE FALSE
3. The banana should be cut into two long pieces.
 TRUE FALSE
4. You should add three scoops of chocolate ice cream.
 TRUE FALSE
5. You add the ice cream after cutting the banana.
 TRUE FALSE
6. The first type of ice cream added is vanilla.
 TRUE FALSE
7. You need two scoops of vanilla ice cream and one scoop of strawberry ice cream.
 TRUE FALSE
8. After adding the ice cream, you pour chocolate sauce over it.
 TRUE FALSE

VOCABULARY

- | | |
|---|-------------------|
| <input type="checkbox"/> Delicious | - Lezat |
| <input type="checkbox"/> Dessert | - Makanan penutup |
| <input type="checkbox"/> Ingredients | - Bahan-bahan |
| <input type="checkbox"/> Vanilla | - Vanila |
| <input type="checkbox"/> Strawberry | - Stroberi |
| <input type="checkbox"/> Chocolate | - Cokelat |
| <input type="checkbox"/> Sauce | - Saus |
| <input type="checkbox"/> Banana | - Pisang |
| <input type="checkbox"/> Bowl | - Mangkuk |
| <input type="checkbox"/> Big | - Besar |
| <input type="checkbox"/> Ice cream | - Es krim |
| <input type="checkbox"/> Step | - Langkah |
| <input type="checkbox"/> Peel | - Mengupas |
| <input type="checkbox"/> Knife | - Pisau |
| <input type="checkbox"/> Cut | - Memotong |
| <input type="checkbox"/> Pieces | - Potongan |
| <input type="checkbox"/> Scoop | - Sendok besar |
| <input type="checkbox"/> Pour | - Menuangkan |
| <input type="checkbox"/> Add | - Menambahkan |
| <input type="checkbox"/> Ready | - Siap |
| <input type="checkbox"/> Split | - Membelah |
| <input type="checkbox"/> Cold | - Dingin |



SPEAKING

Learning Objective:

By the end of this lesson, you will be able to speak clearly and explain something step by step in accordance with the provisions and language feature of recount texts.



Activity 1

Do you know how to operate these stuffs?



Rice Cooker



Laptop



Blender



Iron



Washing machine



Toaster



Activity 2

How-to Challenge (Describe How to Use It)

Instructions:

- Pair up the students. One student selects one of the items from the images (such as a rice cooker, blender, iron, etc.) without telling their partner.
- The student then has to describe the steps to use the chosen item without mentioning its name.
- The partner must guess which item is being described.
- After one round, they switch roles and repeat.

Example Dialogue:

- **Student A:** "First, plug the device into a power outlet. Then, add water and rice to the appropriate levels. Press the 'cook' button and wait for about 30 minutes until it's done."
- **Student B:** "Is it a rice cooker?"



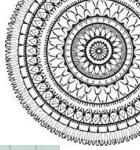
Task

Make a video:

Please record yourself while explain the steps to make something (Recipe).

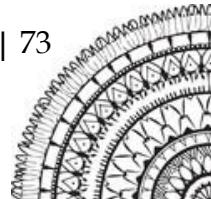


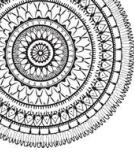
Source: www.vecteezy.com



VOCABULARY

- | | |
|---|--------------|
| <input type="checkbox"/> Step | - Langkah |
| <input type="checkbox"/> Instruction | - Instruksi |
| <input type="checkbox"/> Button | - Tombol |
| <input type="checkbox"/> Plug | - Colok |
| <input type="checkbox"/> Unplug | - Cabut |
| <input type="checkbox"/> Press | - Tekan |
| <input type="checkbox"/> Pour | - Tuang |
| <input type="checkbox"/> Turn on | - Nyalakan |
| <input type="checkbox"/> Turn off | - Matikan |
| <input type="checkbox"/> Assemble | - Rakit |
| <input type="checkbox"/> Disassemble | - Bongkar |
| <input type="checkbox"/> Mix | - Campur |
| <input type="checkbox"/> Operate | - Operasikan |
| <input type="checkbox"/> Prepare | - Siapkan |
| <input type="checkbox"/> Adjust | - Sesuaikan |
| <input type="checkbox"/> Handle | - Pegang |
| <input type="checkbox"/> Attach | - Pasang |
| <input type="checkbox"/> Remove | - Lepaskan |
| <input type="checkbox"/> Heat | - Panaskan |
| <input type="checkbox"/> Insert | - Masukkan |
| <input type="checkbox"/> Replace | - Ganti |
| <input type="checkbox"/> Follow | - Ikuti |

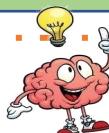




WRITING

Learning Objective:

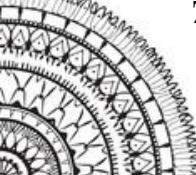
By the end of this lesson, you will be able to write procedure texts using language features and a generic structure, as well as effectively convey vivid details to create a good written text.



REMEMBER

When writing a **procedure text**, focus on these key points:

1. **Clear Purpose:** Make sure the purpose is clear—what is the procedure for? Explain what you are teaching or explaining how to do.
2. **Simple Steps:** Write the steps in a simple, easy-to-understand way. Use short sentences and clear language.
3. **Order and Sequence:** Arrange the steps in the correct order. Use words like "first," "next," "then," and "finally" to show the sequence.
4. **Action Words:** Use action words (verbs) like "mix," "cut," "add," or "turn on" to clearly tell what needs to be done.
5. **Details:** Include important details such as amounts, times, and tools needed. Be specific so the reader knows exactly what to do.
6. **Warnings or Tips:** Add any warnings or tips to help the reader avoid mistakes or improve the result, like "be careful," or "make sure to."
7. **Final Result:** Explain what the end result should look like or what the reader should expect when they finish the procedure.





Activity

Pay attention to the procedure text below. Read it, then, list the conjunctions, actions, and ingredients in separate columns.

How to Make Fried

Rice Fried rice is a healthy and delicious food. You can make it yourself.

Ingredients:

- Frozen green peas soaked in hot water
- A spoonful of oyster sauce
- 5 spoonful cooking oil
- Chicken fillet
- A plate of rice
- Two eggs
- Pepper
- Leeks chopped
- Garlic
- Salt



Source: *images.app.goo.gl*

Steps:

1. First, grind garlic, pepper, and salt together.
2. Then, cut up chicken fillet into small pieces.
3. After that, heat the oil.
4. Next, fry the chicken fillet in the cooking oil.
5. Break and stir together two eggs.
6. Then, pour in the eggs and green peas.
7. After that pour in the ground garlic, pepper and salt.
8. Add a spoonful of oyster sauce
9. Add in the chopped leeks.
10. Then, add the rice and mix well.
11. Finally, serve the fried rice on a plate.

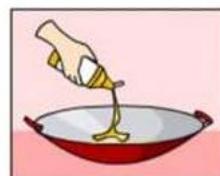
No.	Conjunction	Action	Ingredients
1.			
2.			
3.			
4.			
5.			
6.			
7.			



Task

Write the instruction on How to Make a Sunny-Side Egg based on the picture.

How to Make a Sunny-Side Egg



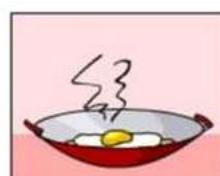
1



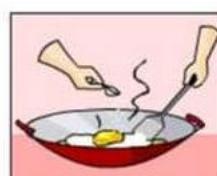
2



3



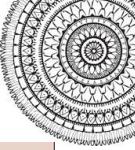
4



5



6



VOCABULARY

- | | |
|--|-----------------|
| <input type="checkbox"/> Ingredients | - Bahan-bahan |
| <input type="checkbox"/> Fried rice | - Nasi goreng |
| <input type="checkbox"/> Frozen | - Beku |
| <input type="checkbox"/> Soaked | - Direndam |
| <input type="checkbox"/> Oyster sauce | - Saus tiram |
| <input type="checkbox"/> Cooking oil | - Minyak goreng |
| <input type="checkbox"/> Chicken fillet | - Fillet ayam |
| <input type="checkbox"/> Plate | - Piring |
| <input type="checkbox"/> Pepper | - Merica |
| <input type="checkbox"/> Leeks | - Daun bawang |
| <input type="checkbox"/> Chopped | - Dicincang |
| <input type="checkbox"/> Garlic | - Bawang putih |
| <input type="checkbox"/> Salt | - Garam |
| <input type="checkbox"/> Grind | - Haluskan |
| <input type="checkbox"/> Cut up | - Potong |
| <input type="checkbox"/> Heat | - Panaskan |
| <input type="checkbox"/> Fry | - Goreng |
| <input type="checkbox"/> Stir | - Aduk |
| <input type="checkbox"/> Pour | - Tuang |
| <input type="checkbox"/> Add | - Tambahkan |
| <input type="checkbox"/> Mix | - Campur |
| <input type="checkbox"/> Serve | - Sajikan |



READING

Learning Objective:

By the end of this lesson, you will be able to analyze procedure texts, identifying the language features and organizational structures used. Moreover, you will develop the skill to comprehend vivid details in written texts, enhancing your overall reading comprehension and interpretation



Activity

Read the following procedure Text carefully. Identify the language features, imperative sentences, action verbs, adverb and conjunctional of the procedure text.

HOW TO MAKE RIUJAK BUAH (FRUIT SALAD WITH PEANUT SAUCE)



INGREDIENTS:

- 1 papaya, cut into 1/2 inch cubes
- 1 cucumber, peeled
- 1 mango, peeled cubed
- 1 pineapple, cut into 1/2 inch cubes
- 3 tablespoons peanuts, fry
- 1 hot chili pepper, seed, sliced
- 1/4 cup brown sugar
- 1 tablespoon tamarind, dissolved in 1/4 cup water

Source: silau.siakkab.go.id



STEPS:

- First, mix all the fruits together
- Second, grind chillies and salt
- Third, add brown sugar
- Next, add dry roasted peanuts and grind completely
- After that, pour some tamarind liquid
- Then, mix the sauce and fruits together
- Finally, serve chilled

Imperatives sentence	
Action verb	
Conjunctional/ numbering	
Adverb (Kata keterangan)	
Simple present tense	
Connective sequence	

Source: silau.siakkab.go.id



Task

The following recipe is not complete. Complete it with the words in the box.

How to Make Chicken Soup

Ingredients:

½ Chicken
1 Garlic
1 Pinch of pepper
2 Stalks of celery
1 Potato
2 Carrots
½ Cabbage
1 Pinch of Salt
4 Glasses of water
1 Tomato

Steps:

- Cut the Chicken and Wash it (1).....
- Boil the water in a(2).....and cook the chicken until(3).....
- (4).....All the vegetables and cut them into pieces.
- Grind pepper (5).....and garlic.
- Put the spice (6).....into the saucepan.
- Put the potato and carrots and (7).....into the saucepan.
- Wait for ten minutes or until the vegetables are soft.
- (8).....the chopped celery and tomato into the saucepan
- (9).....the stove
- (10).....the chicken soup hot

Turn off

Tender

Wash

thoroughly

Serve

Cabbage

Mixture

soucepan

Add

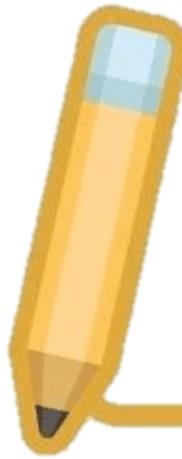
Salt

Source: roboguru.ruangguru.com



VOCABULARY

<input type="checkbox"/> Tablespoon	- Sendok makan
<input type="checkbox"/> Peanuts	- Kacang tanah
<input type="checkbox"/> Fry	- Goreng
<input type="checkbox"/> Chili pepper	- Cabai
<input type="checkbox"/> Seed	- Biji
<input type="checkbox"/> Slice	- Iris
<input type="checkbox"/> Brown sugar	- Gula merah
<input type="checkbox"/> Tamarind	- Asam jawa
<input type="checkbox"/> Dissolve	- Larutkan
<input type="checkbox"/> Mix	- Campur
<input type="checkbox"/> Grind	- Giling
<input type="checkbox"/> Add	- Tambahkan
<input type="checkbox"/> Roasted	- Panggang
<input type="checkbox"/> Pour	- Tuang
<input type="checkbox"/> Serve	- Sajikan
<input type="checkbox"/> Chilled	- Dingin
<input type="checkbox"/> Cube	- Potong dadu
<input type="checkbox"/> Peel	- Kupas
<input type="checkbox"/> Boil	- Rebus
<input type="checkbox"/> Vegetables	- Sayuran
<input type="checkbox"/> Garlic	- Bawang putih
<input type="checkbox"/> Spice	- Bumbu



UNIT 4

Narrative Text

This part is divided into four sections:



Listening



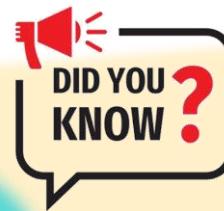
Speaking



Writing



Reading



Definition

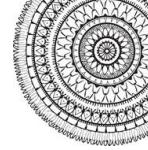
Types

Generic
Structure

Narrative
Text

Function

Language
Feature



What is Narrative Text?

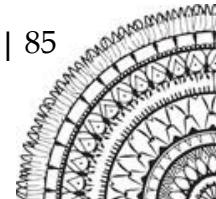
Narrative text is a fictional or imaginative story, and it is usually presented in a chronologically series of events that happened or experienced by the characters in a text (Mochamad Khalif Rizqon, 2021).

Types of Narrative text

1. **Fairy Tales:** Fairy tales are fictional stories often involving magical elements, fantastical creatures, and enchanted settings. Common examples include "Cinderella," "Snow White," and "The Little Mermaid, etc."
2. **Folktale:** Folktales are traditional stories passed down orally through generations, reflecting the cultural values, beliefs, and customs of a particular community. Examples include "The Tortoise and the Hare" and "The Boy Who Cried Wolf."
3. **Fable:** Fables are short stories, often featuring animals as characters, that convey a moral lesson or message.
4. **Legend:** Legends are stories rooted in historical events or figures, often blending facts with fictional elements to create narratives that explain the origins of customs, natural phenomena, or famous heroes.

The Purpose of Narrative Text

- To amuse
- To entertain
- To teach us to have good character
- To make us learn something from the story



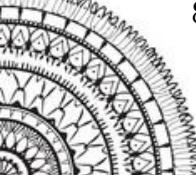


Generic Structure of Narrative Text

1. **Orientation:** This section introduces the characters, setting (time and place), and the initial situation. It provides background information to help the reader understand the context of the story.
2. **Complication:** This is where the main problem or conflict in the story is presented. It involves challenges or conflicts faced by the characters, which could be internal or external.
3. **Resolution:** This part shows how the problem or conflict is resolved, either positively or negatively. It wraps up the story and brings it to a conclusion.
4. **Re-orientation (Optional):** Tells the moral of the story.

Language Feature of Narrative Text

1. **Adverb of Time:** Once upon a time, One day, Long time ago.
2. **Past Tense:** Uses past tense to tell events that happened before (e.g., "She *went* to the market").
3. **Action Verbs:** Words that show actions, like "ran," "jumped," or "shouted."
4. **Time Connectives:** Words that link events in order, like "then," "after," "while," and "suddenly."
5. **Adjectives and Adverbs:** Words that describe nouns (e.g., "a *dark* forest") and verbs (e.g., "he ran *quickly*").
6. **Direct and Indirect Speech:** Uses dialogue to show what characters say or think (e.g., "He said, 'I will go.'").
7. **Specific Nouns and Pronouns:** Uses names (like "Cinderella") and pronouns (like "he," "she") to make the story clear and vivid.

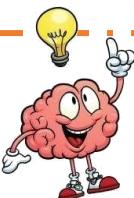




LISTENING

Learning Objective:

By the end of this lesson, you will be proficient in identifying and comprehending narrative text elements, such as generic structure and language feature from the spoken language that you listen to.



REMEMBER

When listening to a **narrative text**, focus on these four key points:

1. **Main Characters:** Pay attention to who the story is about. Identify the main characters and any important details about them.
2. **Setting:** Listen for where and when the story takes place. This helps you understand the background of the events.
3. **Plot Events:** Follow the sequence of events. Notice what happens first, what problems or conflicts arise, and how they are resolved.
4. **Theme or Moral:** Think about the main message or lesson of the story. What does the story want to teach or convey?



An audio recording is available here
<https://www.youtube.com/watch?v=mzRix99faa4>

[Click Here](#)



Activity 1

Listen carefully to the audio recording. After listening, read the statements below. Decide if each statement is True or False based on the information in the audio. Write "True" if the statement is correct according to the audio, or "False" if it is not.

1. The kingdom was located in East Java.
2. Prabhu and his queen were sad because they didn't have any children.
3. The princess was known for being very well-behaved.
4. The people in the kingdom were unhappy when the queen was expecting a baby.
5. The king made a necklace for the princess from the gifts of the people.
6. The princess loved the necklace given by her father.
7. After the princess threw the necklace, the people in the kingdom celebrated.
8. A pool of water formed and became a big lake after the people began to cry.
9. The lake is called Talagawarna, which means the Lake of Colors.
10. The colors in the lake come only from the reflection of the trees





Task

Listen carefully to the audio, then choose the correct answer from the multiple-choice questions below.

1. Where was the kingdom ruled by King Prabhu located?
 - a) East Java
 - b) West Java
 - c) Central Java
 - d) North Java
2. Why were Prabhu and his queen initially sad?
 - a) Because they had no money
 - b) Because they had no children
 - c) Because their kingdom was at war
 - d) Because the people disliked them
3. What did Prabhu do in the jungle?
 - a) He hunted for food
 - b) He prayed for a child
 - c) He looked for a new place to live
 - d) He gathered herbs
4. How did the people react when the queen was expecting a baby?
 - a) They were unhappy
 - b) They were indifferent
 - c) They were happy
 - d) They were confused
5. What kind of girl did the princess become?
 - a) Kind and gentle
 - b) Spoiled and angry
 - c) Wise and helpful
 - d) Calm and quiet
6. How did the princess react to receiving the necklace?
 - a) She was grateful
 - b) She threw it on the ground
 - c) She asked for more gifts
 - d) She started crying



SPEAKING

Learning Objective:

By the end of this lesson, you will be able to speak clearly and narrate a story using appropriate language features and the structure of narrative texts, including orientation, complication, and resolution.



Activity

Retelling a Story: Pick one story from those provided below, then share it with the class in your own words.



Find the full story on the internet!



Source: freepik.com





Task

Role Play Activity:

- Make a group with 3-4 classmates.
- Choose one story from the list and read it together.
- Assign roles to each member based on the characters in the story.
- Act out your part with your group.
- Be ready to perform in front of the class.
- Remember to have fun and use your best expressions!



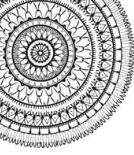
Source: slideshare.net



WRITING

Learning Objective:

By the end of this lesson, you will be able to write narrative texts using language features and a generic structure, as well as effectively convey vivid details to create a good written text.



Activity

Jumbled Story Writing Activity:

- **Read** the mixed-up story carefully.
- **Rearrange** the paragraphs in the correct order to form a coherent narrative.
- **Write** the story again in your own words, using the correct order.
- Focus on maintaining the original meaning but

1. After a long journey, he found a wise old owl who lived in a tall oak tree. The fox approached the owl and asked, "How can I become wise like you?" The owl smiled and replied, "Listen more, speak less, and observe everything around you."
2. The fox realized that he had spent too much time talking and boasting instead of listening and learning from others. So, from that day on, he decided to follow the owl's advice. Slowly, he became wiser and was respected by all the animals in the forest.
3. Once upon a time, in a dense forest, there lived a young fox who always wanted to be the wisest animal. He would often boast about his intelligence to other animals, but deep down, he knew he wasn't as wise as he pretended to be.
4. Determined to change, the fox set out on a quest to find wisdom. He wandered through the forest, asking every creature he met for advice on how to become wise. Most animals laughed at him, while some gave him strange answers.





Write here





Task

Read the story below carefully. After reading, **complete the worksheet** by answering the questions about the story. Make sure to provide **clear and complete answers** for each question.

The Clever Little Mouse

Once upon a time, in a quiet village, there lived a small, clever mouse named Mimi. Mimi was known for her quick thinking and sharp wit. One day, while searching for food, Mimi stumbled upon a large piece of cheese trapped inside a cage. Her eyes sparkled with delight, but she knew it could be a trap.

She carefully examined the cage and noticed a thin string attached to the cheese. Mimi quickly realized that pulling the cheese would cause the cage door to snap shut. Being clever, she decided to use a small twig to push the cheese from a distance. The cage door slammed shut, but Mimi was safe outside, holding the cheese in her tiny paws.



The other animals in the village were amazed by Mimi's intelligence. They asked her how she had figured out the trap. Mimi smiled and replied, "Always think before you act, and never rush into something without understanding it first." From that day on, Mimi became a hero in the village, and all the animals learned to be more cautious and thoughtful.

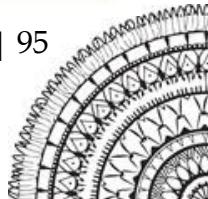


1. What is the main problem or conflict in the story?

2. How does the main character solve the problem?

3. What is the moral or lesson of the story?

4. Do you think Mimi made the right choice? Why or why not?





READING

Learning Objective:

By the end of this lesson, you will be able to analyze narrative texts, identifying the language features and organizational structures used. Moreover, you will develop the skill to comprehend vivid details in written texts, enhancing your overall reading comprehension and interpretation.



Activity

- **Pair up** with a classmate.
- **Read the text aloud** together, taking turns reading each paragraph.
- **Listen carefully** to your partner's pronunciation, intonation, and expression.
- **Provide feedback** to your partner on how they can improve their reading.
- **Discuss** the story together to make sure you both understand it.

The Legend of Tangkuban Perahu



Once upon a time, there lived a beautiful woman named Dayang Sumbi. She lived alone in a small village. One day, while weaving cloth, she dropped her spinning wheel. Too tired to pick it up, she promised to marry anyone who retrieved it for her. To her surprise, a dog named Tumang brought it back. Bound by her word, she married the dog.

Source: [shutterstock.com](https://www.shutterstock.com)





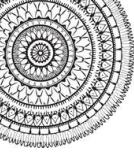
Dayang Sumbi and Tumang lived together happily, and they had a son named Sangkuriang. Sangkuriang was a bright boy, but he did not know that his father was actually a dog. One day, while hunting in the forest, Sangkuriang accidentally killed Tumang. When Dayang Sumbi found out, she was furious and hit Sangkuriang on the head, causing a scar. Sangkuriang ran away from home.

Years later, Sangkuriang returned home as a grown man. He met Dayang Sumbi, who remained youthful due to her spiritual powers. Not recognizing her as his mother, Sangkuriang fell in love with her. He proposed to her, and Dayang Sumbi, not knowing who he was, agreed.

One day, Dayang Sumbi recognized the scar on Sangkuriang's head and realized he was her son. She immediately tried to stop the wedding, but Sangkuriang insisted. To prevent the marriage, Dayang Sumbi set an impossible condition: he had to build a lake and a boat in one night.

Sangkuriang accepted the challenge and, with the help of spirits, almost completed it. Before dawn, Dayang Sumbi prayed to the gods to prevent the marriage. The gods created a fake dawn, and the roosters crowed early. Sangkuriang, realizing he had been tricked, kicked the unfinished boat in anger, which then became a mountain called Tangkuban Perahu.

Source: roboguru.ruangguru.com



Task

Answer the following questions in pairs and be prepared to share your answers with the class.

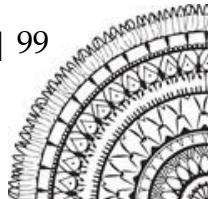
1. Who is the main character of the story, and what happened to her?
2. Why did Dayang Sumbi end up marrying Tumang?
3. How did Sangkuriang find out who his mother was?
4. What challenge did Dayang Sumbi give to Sangkuriang, and why?
5. What was the result of Sangkuriang's anger after being tricked?
6. What lesson can be learned from the story of Tangkuban Perahu?
7. Describe the relationship between Dayang Sumbi and Sangkuriang.
8. How did the gods intervene in the story, and why?
9. What role did Tumang play in Sangkuriang's life?
10. Why do you think Dayang Sumbi didn't recognize Sangkuriang right away?





VOCABULARY

- | | |
|-------------------------------------|----------------|
| <input type="checkbox"/> Kingdom | - Kerajaan |
| <input type="checkbox"/> King | - Raja |
| <input type="checkbox"/> Queen | - Ratu |
| <input type="checkbox"/> Wise | - Bijaksana |
| <input type="checkbox"/> Hunger | - Kelaparan |
| <input type="checkbox"/> Child | - Anak |
| <input type="checkbox"/> Jungle | - Hutan |
| <input type="checkbox"/> Pray | - Berdoa |
| <input type="checkbox"/> Expecting | - Mengharapkan |
| <input type="checkbox"/> Princess | - Putri |
| <input type="checkbox"/> Spoiled | - Manja |
| <input type="checkbox"/> Necklace | - Kalung |
| <input type="checkbox"/> Gift | - Hadiyah |
| <input type="checkbox"/> Ugly | - Jelek |
| <input type="checkbox"/> Ground | - Tanah |
| <input type="checkbox"/> Shocked | - Terkejut |
| <input type="checkbox"/> Silence | - Keheningan |
| <input type="checkbox"/> Crying | - Menangis |
| <input type="checkbox"/> Lake | - Danau |
| <input type="checkbox"/> Colors | - Warna-warni |
| <input type="checkbox"/> Reflection | - Pantulan |
| <input type="checkbox"/> Lies | - Berada |





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Dr. Mujahidah, S.Pd.I., S.Pd., M.Pd., was born in Kaju, Bone Regency, South Sulawesi, on Thursday, April 12, 1979. She began her formal education at an elementary school (SDN) in Tunreng Tellue Village, Bone Regency. She then continued her studies at a junior high school in Arasoe Village, Cina District, and at MAN 1 in Watampone. In 1998, she pursued higher education at IAIN Alauddin Makassar, majoring in English Education, and graduated in 2002. In 2001, she enrolled in a "Double Degree" program equivalent to a Bachelor's degree at the Faculty of Language and Literature, Universitas Negeri Makassar (UNM), also majoring in English Education. She completed her studies at UNM in 2003. In 2004, she continued her studies and successfully completed a Master's degree in English Education at the Graduate Program of Universitas Negeri Makassar in 2007. In 2020, she resumed her education at UNM Makassar, pursuing a Doctoral Program in the same field, English Education, and graduated in 2023. Currently, she serves as a lecturer in English Education at IAIN Parepare. She has been teaching at IAIN Parepare since 2011. Her writing experience mainly covers topics such as English Grammar, English Teaching Methods, and English Vocabulary Mastery. She has also published numerous journal articles, including research on the use of AI in English language learning.



Jelli Anggriana, S.Pd.I., M.Pd., was born in Enrekeng, Barakkae Village, Lamuru District, Bone Regency, on October 2, 1992. She began her formal education at MI Jabal Hidayah Padang Loang, Bone (1999-2005), followed by MTS 6 Lamuru, Bone (2005-2008), and MA DDI Pattojo, Soppeng (2008-2011). She pursued her undergraduate studies in English Education at STAIN Parepare and graduated in 2015. In 2022, she continued her education at IAIN Parepare, enrolling in the Master's Program in English Education, which she completed in January 2025. With a strong passion for English language activities, she has been actively involved in teaching and training. Since 2023, she has served as an English instructor at Pondok Pesantren As'adiyah Sebatik, North Kalimantan. Her dedication to English education is reflected in her continuous efforts to improve language learning methodologies and foster students' proficiency in English.



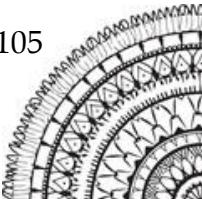
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SYNOPSIS

Develop Your English is a comprehensive learning resource designed to enhance students' English proficiency through an integrated skills approach. This book consists of four units, each focusing on a different text type: descriptive text, recount text, procedure text, and narrative text. Each unit is designed to help students develop the four main language skills—listening, speaking, reading, and writing—by offering engaging activities and tasks. Through these activities, learners will understand the characteristics of different types of texts and improve their ability to express ideas clearly in English. With a practical and interactive approach, this book is a useful tool for both self-study and classroom use, helping learners feel more confident and proficient in English.