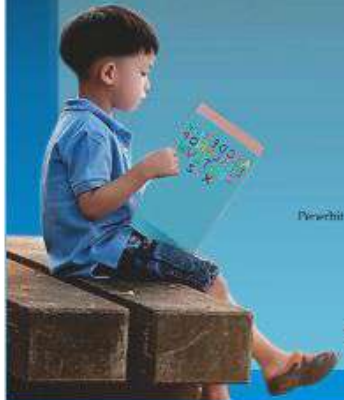


Speaking Naturally

Kolbs Learning Style

Salah satu karakteristik belajar yang mempengaruhi cara mahasiswa dalam mengolah informasi termasuk dalam proses dalam pembelajaran adalah mengetahui gaya belajar sehingga akan mempengaruhi kemampuan mahasiswa terkait karakteristik belajar dalam menggambar teknik selain disebabkan karena bakat dan minat mahasiswa, gaya belajar diduga kuat memberi efek dalam mengkonstruksi pikiran mahasiswa untuk dikonversi kedalam bentuk perilaku belajar. Termasuk adalah perilaku belajar membaca gambar dan membuat garis-garis gambar. Terkait gaya belajar, Kolb (1999) menyatakan terdapat empat kutub yang menggambarkan kecenderungan seseorang menggunakan gaya belajarnya ketika sedang melaksanakan proses belajar. Kecenderungan seseorang dalam menjalankan kebiasaan belajar menurut Kolb biasanya tidak dominan pada satu kutub tertentu, melainkan gabungan dari dua kutub atau lebih. Individu belajar melalui pemikiran dan lebih terfokus pada analisis logis dari ide-ide, perencanaan sistematis, dan pemahaman intelektual dari situasi atau perkara yang dihadapi. Dalam proses belajar, individu akan mengandalkan perencanaan sistematis serta mengembangkan teori dan ide untuk menyelesaikan dihadapinya. Sehingga buku ini didisain berdasarkan gaya belajar desain pembaca lebih bisa mengekspresikan ide pendapat ataupun gagasan dalam sebuah materi yang sesuai dengan gaya belajar.



Persebit :

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UNJAMUK MAKASSAR

Lembaga Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar



Speaking Naturally

Kolbs Learning Style

2022

Eny Syatriana
Erwin Akib
Syaiful

Speaking Naturally


Kolbs Learning Style



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Speaking Naturally

Kolbs Learning Style



Eny Syatriana
Erwin Akib
M. Syaiful

NATURALLY SPEAKING KOLBS LEARNING STYLE

Penulis

Eny Syatriana

Erwin Akib

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cara apapun tanpa ijin dari penerbit*

Perpustakaan Nasional: Katalog Dalam Terbitan (KDT)

KATA PENGANTAR

Bismillah

Salah satu karakteristik belajar yang mempengaruhi cara mahasiswa dalam mengolah informasi termasuk dalam proses dalam pembelajaran adalah mengetahui gaya belajar sehingga akan mempengaruhi kemampuan mahasiswa terkait karakteristik belajar dalam menggambar teknik selain disebabkan karena bakat dan minat mahasiswa, gaya belajar diduga kuat memberi efek dalam mengkonstruksi pikiran mahasiswa untuk dikonversi kedalam bentuk perilaku belajar. Termasuk adalah perilaku belajar membaca gambar dan membuat garis-garis gambar. Terkait gaya belajar, Kolb (1999) menyatakan terdapat empat kutub yang menggambarkan kecenderungan seseorang menggunakan gaya belajarnya ketika sedang melaksanakan proses belajar. Kecenderungan seseorang dalam menjalankan kebiasaan belajar menurut Kolb biasanya tidak dominan pada satu kutub tertentu, melainkan gabungan dari dua kutub atau lebih. Individu belajar melalui pemikiran dan lebih terfokus pada analisis logis dari ide-ide, perencanaan sistematis, dan pemahaman intelektual dari situasi atau perkara yang dihadapi. Dalam proses belajar, individu akan mengandalkan perencanaan sistematis serta mengembangkan teori dan ide untuk menyelesaikan dihadapinya. Sehingga buku ini didisain berdasarkan gaya belajar sehingga pembaca lebih bisa mengekspresikan ide pendapat ataupun gagasan dalam sebuah materi yang sesuai dengan gaya belajar. Ucapan terima kasih kepada Ristekdikti yang telah memberikan support pendanaan yang merupakan luaran PDUPT Multi Years.

Kami sangat menyadari buku ajar ini masih sangat terbatas sehingga masukan ataupun kritikan sangat kami harapkan demi kesempurnaan.

Terima Kasih.



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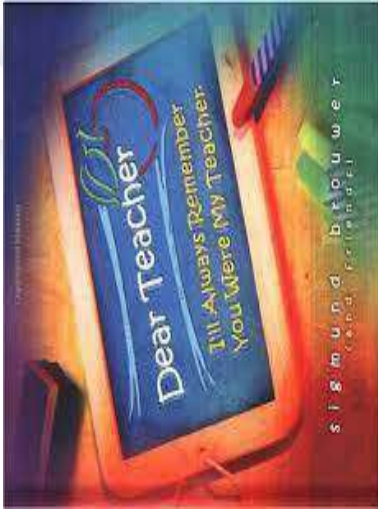




COURSE MAP

UNIT	TOPIC	METHOD	STRATEGY	STEPS
1	General Election	KOLBS STRATEGY	Discussion	<p>PRE –TASK</p> <ul style="list-style-type: none"> ● brainstorming: making a list comparing ideas; ● sharing experiences ● activating language: eliciting and providing vocabulary <p>TASK PREPARATION</p> <ul style="list-style-type: none"> ● planning a report ● thinking of issues in discussion <p>TASK REALIZATION</p> <ul style="list-style-type: none"> ● producing a leaflet <p>POST TASK</p> <ul style="list-style-type: none"> ● Further exploitation of material for language ● Error correction ● Reflection by learners
2	DO YOUR SWOT ANALYSIS		Making Poster	<p>PRE –TASK</p> <ul style="list-style-type: none"> ● brainstorming: making a list comparing

<p>ideas_{SEP}</p> <ul style="list-style-type: none"> • activating language: eliciting and providing vocabulary_{SEP} <p>TASK PREPARATION</p> <ul style="list-style-type: none"> • brainstorming necessary language <p>TASK REALIZATION</p> <ul style="list-style-type: none"> • producing a poster <p>POST TASK</p> <ul style="list-style-type: none"> • giving a presentation • Error correction_{SEP} 				
<p>PRE –TASK_{SEP}</p> <ul style="list-style-type: none"> • brainstorming: making a list comparing ideas_{SEP} <p>TASK PREPARATION</p> <ul style="list-style-type: none"> • brainstorming necessary language • thinking of issues <p>TASK REALIZATION</p> <ul style="list-style-type: none"> • having a debate <p>POST TASK</p> <ul style="list-style-type: none"> • giving a presentation 	<p>Debating</p>		<p>Woman Emancipation</p> 	


				<ul style="list-style-type: none"> • Error correction_{L,SEP} • Reflection by learner
4	<p>The world Without TV</p> 		<p>Debating</p>	<p>PRE –TASK_{L,SEP}</p> <ul style="list-style-type: none"> • brainstorming: making a list comparing ideas_{L,SEP} <p>TASK PREPARATION</p> <ul style="list-style-type: none"> • brainstorming necessary language • thinking of issues <p>TASK REALIZATION</p> <ul style="list-style-type: none"> • having a debate <p>POST TASK</p> <ul style="list-style-type: none"> • giving a presentation • Error correction_{L,SEP} • Reflection by learner
5	ARANGGED MARRIED		<p>Debating</p>	<p>PRE –TASK_{L,SEP}</p> <ul style="list-style-type: none"> • brainstorming: making a list comparing ideas_{L,SEP} <p>TASK PREPARATION</p> <ul style="list-style-type: none"> • brainstorming

 <p>ARRANGED MARRIAGE?</p>		<p>necessary language thinking of issues TASK REALIZATION • having a debate POST TASK • giving a presentation • Error correction^[L1]_[SEP] • Reflection by learner</p>	
<p>6</p> <p>A TEACHER TO REMEMBER</p> 	<p>Performing a role play</p>	<p>PRE -TASK_[SEP] • Brainstorming • Sequencing item TASK PREPARATION • brainstorming • thinking of issues TASK REALIZATION • practicing a role play • giving a presentation POST TASK • giving a presentation • further exploitation for material of language • Error correction</p>	

7	<p>CARRER CHOICE</p>  	Giving a presentation	<p>PRE –TASK</p> <ul style="list-style-type: none"> brainstorming: making a list comparing ideas <p>TASK PREPARATION</p> <ul style="list-style-type: none"> brainstorming necessary language thinking of issues <p>TASK REALIZATION</p> <ul style="list-style-type: none"> planning a report <p>POST TASK</p> <ul style="list-style-type: none"> giving a presentation Error correction
8	<p>SALARY AND JOB SATISFACTION</p>	Discussions	<p>PRE –TASK</p> <ul style="list-style-type: none"> brainstorming: making a list comparing ideas; sharing experiences activating language: eliciting and providing vocabulary <p>TASK PREPARATION</p> <ul style="list-style-type: none"> planning a report

<ul style="list-style-type: none"> • thinking of issues in discussion <p>TASK REALIZATION</p> <ul style="list-style-type: none"> • giving a presentation <p>POST TASK</p> <ul style="list-style-type: none"> • Further exploitation of material for language • Error correction 				
<p>PRE –TASK</p> <ul style="list-style-type: none"> • brainstorming: making a list comparing ideas <p>TASK PREPARATION</p> <ul style="list-style-type: none"> • brainstorming • necessary language • thinking of issues <p>TASK REALIZATION</p> <ul style="list-style-type: none"> • planning a report <p>POST TASK</p> <ul style="list-style-type: none"> • giving a presentation • Error correction 	<p>Giving a presentation</p>	<p>TBL</p>	<p>STRUGGLING TO LIVE</p> 	<p>9</p>
<p>PRE –TASK</p> <ul style="list-style-type: none"> • brainstorming: making a list comparing ideas; 	<p>Speech</p>	<p>TBL</p>	<p>Education in Indonesia</p>	<p>10</p>

				<p>sharing experiences</p> <ul style="list-style-type: none"> • activating language: eliciting and providing vocabulary <p>TASK PREPARATION</p> <ul style="list-style-type: none"> • planning a speech • thinking of issues in discussion <p>TASK REALIZATION</p> <ul style="list-style-type: none"> • giving a speech <p>POST TASK</p> <ul style="list-style-type: none"> • Further exploitation of material for language • Error correctio
11	The ideal secretary		Debate	<p>PRE -TASK</p> <ul style="list-style-type: none"> • brainstorming: making a list comparing ideas <p>TASK PREPARATION</p> <ul style="list-style-type: none"> • brainstorming necessary language • thinking of issues <p>TASK REALIZATION</p> <ul style="list-style-type: none"> • having a debate <p>POST TASK</p>

<ul style="list-style-type: none"> giving a presentation Error correction <p>Reflection by learner</p>				<ul style="list-style-type: none"> giving a presentation Error correction <p>Reflection by learner</p>
<p>PRE –TASK</p> <ul style="list-style-type: none"> brainstorming: making a list comparing ideas; sharing experiences activating language: eliciting and providing vocabulary <p>TASK PREPARATION</p> <ul style="list-style-type: none"> thinking of issues in discussion <p>TASK REALIZATION</p> <ul style="list-style-type: none"> giving a presentation <p>POST TASK</p> <ul style="list-style-type: none"> Error correction 	<p>Discussions</p>	<p>TBL</p>	<p>STRUGGLING TO LIVE/COVID 19/ social networking</p> 	<p>PRE –TASK</p> <ul style="list-style-type: none"> brainstorming: making a list comparing ideas; sharing experiences activating language: eliciting and providing vocabulary <p>TASK PREPARATION</p> <ul style="list-style-type: none"> thinking of issues in discussion <p>TASK REALIZATION</p> <ul style="list-style-type: none"> giving a presentation <p>POST TASK</p> <ul style="list-style-type: none"> Error correction
<p>12</p>				
<p>13</p>			<p>AROUND TOWN</p>	<p>PRE –TASK</p> <ul style="list-style-type: none"> brainstorming: making a list comparing ideas; sharing experiences activating language: eliciting and providing vocabulary

	 <p>5 Essential Leadership Skills</p> <ul style="list-style-type: none"> Communication Creativity Motivation Feedback Positivity 			<ul style="list-style-type: none"> ● TASK PREPARATION ● thinking of issues in discussion TASK REALIZATION ● giving a presentation POST TASK
14	<p>JUVENILE DELINQUENCY</p> 			<p>PRE -TASK</p> <ul style="list-style-type: none"> ● brainstorming: making a list comparing ideas; sharing experiences ● activating language: eliciting and providing vocabulary TASK PREPARATION ● thinking of issues in discussion TASK REALIZATION ● giving a presentation POST TASK

<p>15</p> <p>Life IS JOURNEY</p>			<p>PRE –TASK</p> <ul style="list-style-type: none"> • brainstorming: making a list comparing ideas; sharing experiences • activating language: eliciting and providing vocabulary <p>TASK PREPARATION</p> <ul style="list-style-type: none"> • thinking of issues in discussion <p>TASK REALIZATION</p> <ul style="list-style-type: none"> • giving a presentation <p>POST TASK</p>
<p>16</p> <p>CULTURAL DIFFERENCES</p>			<p>PRE –TASK</p> <ul style="list-style-type: none"> • brainstorming: making a list comparing ideas; sharing experiences • activating language: eliciting and providing vocabulary <p>TASK PREPARATION</p> <ul style="list-style-type: none"> • thinking of issues in discussion <p>TASK REALIZATION</p> <ul style="list-style-type: none"> • giving a presentation

17	THE QUALITY OF EDUCATION IN INDONESIA			<p>POST TASK</p> <p>PRE –TASK</p> <ul style="list-style-type: none"> brainstorming: making a list comparing ideas; sharing experiences activating language: eliciting and providing vocabulary <p>TASK PREPARATION</p> <ul style="list-style-type: none"> thinking of issues in discussion <p>TASK REALIZATION</p> <ul style="list-style-type: none"> giving a presentation <p>POST TASK</p>
18	WITHIN THE NEXT 25			<p>PRE –TASK</p> <ul style="list-style-type: none"> brainstorming: making a list comparing ideas; sharing experiences activating language: eliciting and providing vocabulary <p>TASK PREPARATION</p> <ul style="list-style-type: none"> thinking of issues in discussion <p>TASK REALIZATION</p>

<p>19</p>	<p>LEADER AND LEADERSHIP</p>			<ul style="list-style-type: none"> • giving a presentation <p>POST TASK</p> <p>PRE –TASK</p> <ul style="list-style-type: none"> • brainstorming: making a list comparing ideas; sharing experiences • activating language: eliciting and providing vocabulary <p>TASK PREPARATION</p> <ul style="list-style-type: none"> • thinking of issues in discussion <p>TASK REALIZATION</p> <ul style="list-style-type: none"> • giving a presentation <p>POST TASK</p>
<p>20</p>	<p>CELEBRITY CRIMES</p>			<p>PRE –TASK</p> <ul style="list-style-type: none"> • brainstorming: making a list comparing ideas; sharing experiences • activating language: eliciting and providing vocabulary <p>TASK PREPARATION</p> <ul style="list-style-type: none"> • thinking of issues in discussion

					<p>TASK REALIZATION</p> <ul style="list-style-type: none"> giving a presentation <p>POST TASK</p>
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TEACHER'S GUIDE

OVERVIEW

This material of SPEAKING SKILL is designed based on a need analysis. The resources of the material is taken from result of need analysis. The main objective of the material is to make students able to comprehend spoken language with discussion, making poster, debating. Performing a role play, giving a presentation and speech. To fulfill the main objective, the material provide some activities that are intended to train students academic and non academic speaking skills. Those activities are conducted by implementing kolbs learning styly, Diverging, Asimilating, Converging. Accommodating.

This Speaking materials is provided on a real life situation which consists of learning based on kolbs learning style which the writer adopted from (McLeod,2017) and the process consist of; brainstorming, ordering and sorting with the main process; sequencing items, ranking items, categorizing items, classifying items in a different way to fulfill the problem solving of the material. Beside sharing personal experiences and creative task can be define as main core of preferred learning style.

Kolb learning style is designed based on learning Theory of Kolbs which stated that students creativity can enhance motivation in the leaning process. Activating prior knowledge of the students in mutual interactions among learner is also happen in learner differences.

AUTHOR.

April 2022

Thanks

GENERAL ELECTION

UNIT
1

PRE-TASK

TASK 1

Study the picture below. Give comment and share your ideas.



TASK 2

List some particular vocabularies relates to the General Election. Share to the class!

NO	VOCABULARY TYPES	DEFINITION
01		
02		
03		
04		
05		

TASK PREPARATION

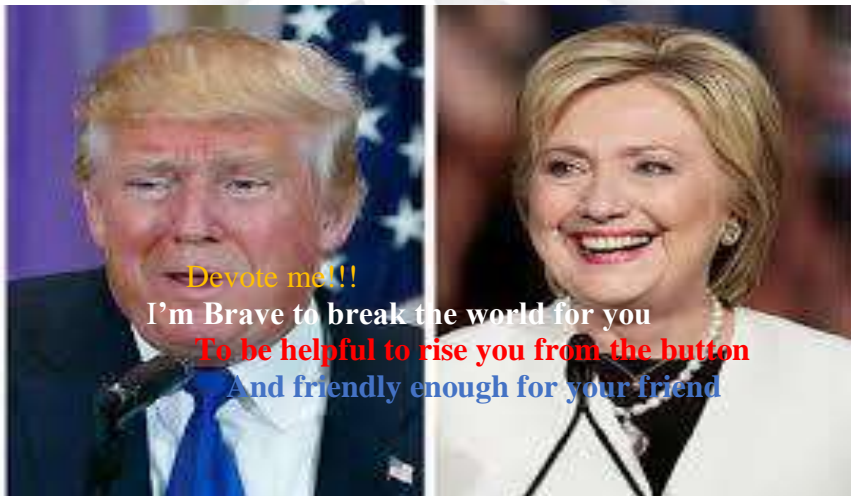
TASK 3

Take 3 characters from the box which describe your personality well.

Creative	Brave	responsible	honest
tolerant	helpful	open minded	perfectionist
humble	easy going	friendly	cooperative
hard worker		visionary	ambitious

TASK 4

Create a Tagline or a leaflet to promote you on a General Election.



TASK REALIZATION

TASK 5

Explain your Leaflet or Tagline to the group. Let the group comment it more.

POST TASK

TASK 6

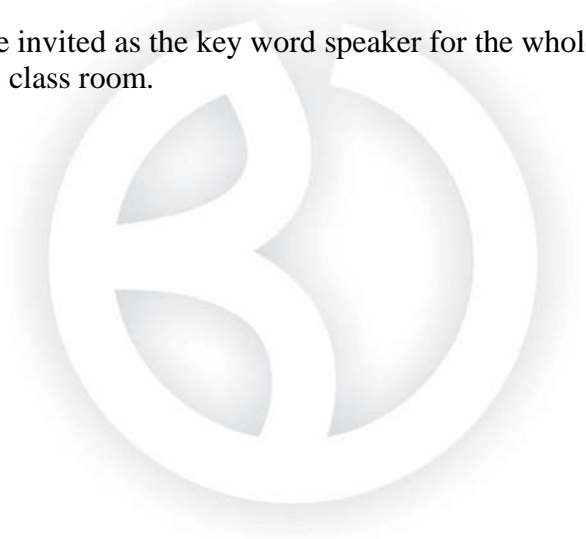
Take the best leaflet or tagline on your group. Share to the class. Each group should do the same thing. Take notes for incorrect words or phrase you find in the activity.

TASK 7

Under the lecturer guidance, together, you will correct any mistakes that appear in the group activity. Give feedback to the class.

TASK 8

You will be invited as the key word speaker for the whole activities done in the class room.





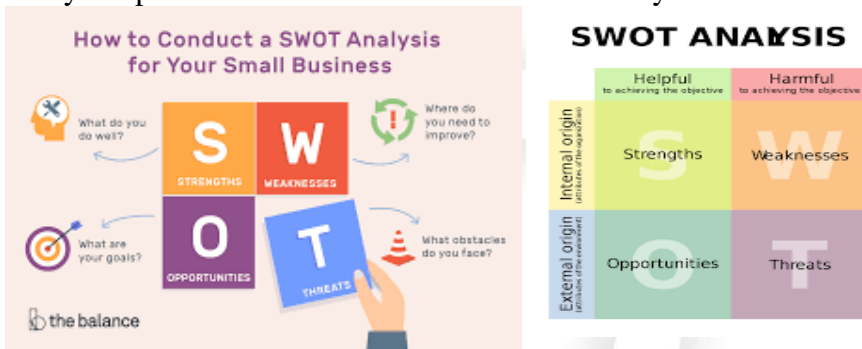
DO YOUR SWOT ANALYSIS



PRE TASK

TASK 1

Study the picture below. Give comment and share your ideas.



TASK 2

List some particular vocabularies relates to SWOT Analysis. Share to the class!

NO	VOCABULARY TYPES	DEFINITION
01		
02		
03		

TASK 3

Discussion

SWOT stands for STRENGTH, WEAKNESS, OPPORTUNITY and THREATS and it is good tool for everyone, like a stethoscope for a doctor, Strengths enable you to put your best foot forward and only when you recognize them, you can do something to correct them. While the number of opportunity is equal for everyone, so are threats, which you have to anticipate.

1. Self knowledge is the beginning of self improvement. What is your SWOT analysis
2. What do you think are your strengths and weaknesses?
3. All men make mistake; only fools repeat them. Did you always repeat the same mistake? How?
4. One is not born genius, one become a genius. Do you agree with this statement? What have you done to improve your self-potential?
5. Will you always try to change yourself? How will you do that?
6. What biggest threats do you think you will have in the near future?
7. How do you anticipate them? What kind of preventive actions will you take?

Task 4

SWOT analyses are by nature pretty short, and the more examples you look at the more likely you are to spot ideas that are relevant to your own business needs.

Develop and identify the strengths, weaknesses, opportunity, and threats

SWOT Analysis

As you work through each category, don't be too concerned about elaborating at first. Just capture the factors you believe are relevant in each of the four areas. Once you are finished, reorder the items in each category from highest priority to lowest.

<p>Strengths (internal, positive factors) Strengths describe the positive attributes, tangible and intangible, of your organization. These are within your control.</p>	<p>Weaknesses (internal, negative factors) Weaknesses are aspects of your business that detract from the value you offer or place you at a competitive disadvantage.</p>
<p>Opportunities (external, positive factors) Opportunities are external attractive factors that represent reasons for your business to exist and prosper.</p>	<p>Threats (external, negative factors) Threats are external factors beyond your control that could put your business at risk. You may benefit from having contingency plans for them.</p>



WOMEN EMANCIPATION

UNIT

3

PRE-TASK

TASK 1

Study the picture below. Explore your opinion as much as you can.



TASK 2

Find some unusual jobs for women. Discuss it with chair mates.

ARMY

CARPENTER

OJEK RIDER

PILOT etc.

TASK PREPARATION

TASK 3

Discuss the following picture with friends. Are there any relatives do the job?



TASK 4

Form a small group of five, then take turn to give view of women role in work.

TASK 5

Divide the class into several groups. Each groups must contain of 3 males and 3 females.

The females must be pros and the males must be cons.



POST TASK

TASK 6

Students one by one will conclude the discussion from their view.



TASK 7

Discuss any mistakes which done during on discussion.

TASK 8

Give any feedback to the class.



THE WORLD WITHOUT TELEVISION

UNIT

4

PRE – TASK

TASK 1

Involve to an interactive quiz, give your comment or opinion on the way you see the world

Example:

1. How do you get information from around the world?
2. How will you find the current news about your favorite artist/actor?
3. How do you follow the developing business around the world? E.tc

Task 2

List some media and their advantages for people to see the world.

Impact of Electronic Media in Education

Television

- Television can be a powerful teacher.
- Television programme stimulate visits to the zoo, libraries, bookstores, museums and other active recreational settings, and educational videos can certainly serve as powerful teaching devices.

Radio

- Radio is a powerful mass medium used in education for disseminating information, imparting instruction and giving entertainment.
- Radio has the power to bring the world to the classroom, and programme could be presented as textbooks on the air.

Mobile Devices

The advent of mobile devices have changed the learning methods of students. Students store all their notes in mobiles and study from it because it's easy and convenient.

Back

TASK PREPARATION

TASK 3

Mention any TV programs you like and dislike. Give reasonable comment. Share to your friend

Example:

- Like
1. Cartoon film
 2. News
 3. Reality show
show. Etc.

- Dislike
1. Cintron
 2. Talk show
 3. Comedy



TASK 4

Positioning yourself to Pros or Cons on TV. Stand to your opinion.

TASK REALIZATION

TASK 5

The class is divided into 4 groups. Two groups are Cons and others are Pros. Each group Cons will face group Pros.



TASK 6

Bring your opinion into class discussion. Each member of group from Cons and Pros will share their opinion, others will give comment.

POST TASK

TASK 7

Together, you will find the solution of the problems. Try to show the way out by giving neutral statement.

Task 8

Consider to any mistakes done in discussion. Give any correction.



ARRANGED MARRIED

UNIT 5

PRE – TASK

Study the picture below. Give comment and share your ideas.

TASK 1



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TASK 2

List some particular vocabularies relates to the General Election.
Share to the class!

A. Pair Discussion

1. What would you do if you were Nike and Anne?
2. What do you think about Anne's parents?
3. If you were the third person, what would you do?
4. "Black skin race tends to like white skin race" Do you agree with this statement? Why?
5. What do you think about arranged marriages?
6. Can you marry someone without love? Do you think you can be happy doing that?
7. What do you think about true love?
8. How big is the power of true love? Can love inspire you or affect you negatively?
9. What are your terms of endearment to your spouse or partner?
10. Do you think of people who are in love must possess each other physically/
11. What do you think of people who write love letters/ poems or send flowers to express their love?

12. How did you say your love? How did/ do you express your love/
13. What are the reasons why people break their relationship up?
14. What do you think of people who do suicide of being broken hearted?

B. Group Discussion

1. What do you think is the secret to a happy marriage?
2. Do you think marriage can change people?
3. "Love is all about giving, not merely about taking or receiving" Do you happen to agree with the statement?
4. Should people stay married if they no longer love each other?
Is it OK to live together before marriage? Why/ Why not?

TASK 3

Take 3 characters from the box which describe your personality well.



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A TEACHER TO REMEMBER

UNIT

6

TASK 1

Think about the teachers you had at school?

- How well do you remember your teachers?
- Was there a teacher you especially liked? Why?
- How can teachers make lessons more interesting and fun? Is it important? Is it always possible to do this



TASK 2

Describe a teacher you can remember from your schooldays. You should mention:

- What this teacher looked like
- What subjects they taught
- What kind of people they were
- How the teacher influenced you

TASK 3

The list below gives some qualities that a teacher might possess. Decide if each quality is important, useful or not important

- a. They speak many foreign languages
 - b. They have a lot of hobbies.
 - c. They set high standards.
 - d. They are able to explain difficult things.
 - e. They tell lots of jokes.
 - f. They maintain discipline.
 - g. They avoid negative criticism.
 - h. They speak loudly.
 - i. They give a lot of praise.
 - j. They mark and return student's work quickly.
 - k. They are good looking.
 - l. They know the subject well.
 - m. They are polite to the student.
-

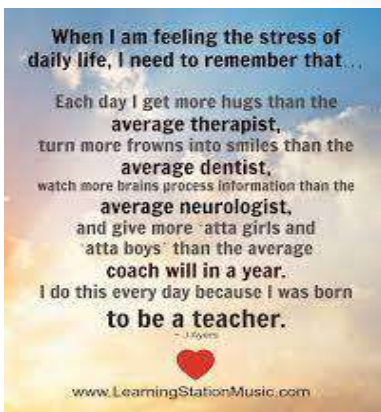
TASK 4

Describe a person you know who has helped in some way. You should say:

- a. How you know this person.
- b. What abilities this person has.
- c. How this person helped you.

TASK 4

CLASS DEBATE, GIVE YOUR PERSPECTIVE ON THE IMAGE BELOW.



Always
remember you
are their
**ROLE
MODEL**

PINK TULIP
Creations





CAREER CHOICE

UNIT 7

PRE TASK

TASK 1

Study the picture below. Give comment and share your ideas.



TASK 2

PAIR WORK

1. What considerations do you think people take prior to choosing one profession over another?
2. Some people follow their parents' lead in choosing a profession. Are there any professions in which you think this is more frequent? Do you know any cases?
3. Are certain careers in our country dominated by men or women? If so, why do you think this is?
4. Do you know anybody who has started studying for a particular university degree and has later changed to another? How frequent do you think it happens? Why do you think people do so?
5. Do you know anybody who has led a successful career in one field and then suddenly given it up and changed to something completely different? What reasons do you think they may have had?

6. What career opportunities do you think there are for people who study science-related as opposed to people who majored in more social-oriented degree?
7. If you studied, for instance, English literature, would you be “condemned” to teach it as a subject at a school?

TASK PREPARATION

TASK 3

The following people are looking for job. With your group , discuss about the kind of job that you consider most-suitable for them based on their brief description:

1. Liam Foster, 27, graduated from a state university with a total GPA of 3.17 and a master degree in law . His skills
2. include operating computer and utilizing English proficiently. His real passion lies in arts and literatures indicated by his talent in drawing and writing fiction stories, movie reviews (some of which have been published in magazines) and screenplays for short movies. His professional experience includes two years of teaching English in a private institution and one year in human Resources. He considers himself as a cinephile and an acute gamer.
3. Steve Sullivan,25, didn't graduate from college, hence having neither a degree nor a certificate. His records during his time in high schools were far from home being considered as “decent enough” as well due to some reports of juvenile delinquency which mostly includes public facility vandalism using spray-paint. To his friend, however, he is considered as ‘rebelliously artistic’, having won many graffiti competitions and even helped designing the interior of his family’s and friend’s house. Steve is also passionate in motivating the likes of him to pursue their dream despite the odds. He is a greet cook.
4. Anna Winehouse graduated from n an engineering institute with the title of summa cum-laude and a bachelor degree in architectural engineering. She enjoys art and music, with drawing and playing violin as her favorite leisure time activities. She has performed with her violin in many events

and even won numerous musical competitions. Anna loves animal, finds passion in ensuring animal welfare and supporting the campaigns to help preserving endangered species. She has a cat as a pet, Which she loves as if it is her own child.





SALARY AND JOB SATISFACTION

UNIT 8

"The more I go, the more I get."

"If I don't go, I don't get it."

"Success in a career is a journey, not a destination." "It's a very simple formula to realize your dreams in the future."



A. Pair Discussion

Discuss these following questions with your partner

1. What kind of work interests you the most? What job do you really want to have?
2. Can you explain your understanding about your current job's responsibilities or if you haven't got one, about your dream job's responsibilities?
3. What do you like least and most about your current Job? Why do you say so?
4. How do you think your dream job will help you reaching your long term personal & career goals?
5. What do you think is more important at the start of your career, money or experiences?
6. What do you see yourself doing five years from now?
7. How long do you anticipate staying in the same company? What make you think so?
8. How do you define a successful career?

9. How much do you think a job like the one you have currently had or the one you have been dreaming about should be paid?
10. What kind of satisfaction do you really expect from your life career?

B. Group Discussion

Discuss these following questions with your group

1. Out of the matter of salary, what other fringe benefits are you looking for when you apply for a job?
2. Do you think salary always be the very first consideration when people move to other companies? What are the other considerations you may think of?
3. Are you looking forward to building your own business? If yes, what kind of business is it going to be?

C. Class Debate

"We can't be successful in both career and family life at the very same time."

STRUGGLING TO LIVE

UNIT

9

PRE TASK

TASK 1

Study the picture below. Give comment and share your ideas.



TASK 2

PAIR WORK

A company does not hire a man's history, we hire the man. Stop boasting about your parent's or friend's fame and glory. It's you who make your own success, not others. Never stop listening; never stop training. It's the best self-improvement, which should never end. It's not over until it's over/

TASK 3

Personal Opinion

1. Nothing ventured, nothing gained. What does it mean to you? And do you agree with that?
2. Do you always try to motivate yourself or depend on someone else?

3. Which more satisfying to succeed easily or through a struggle? Why?
4. Is being in your “comfort zone” always negative? Are growth and development possible in “comfort zone”? Explain your answer!
5. Does it matter if you start your career from a very low position?
6. Have you seen someone or one of your families struggling for a better life?
7. How do you compete with others in your family?
8. Where does your energy come from? Has someone become your inspiration so far?
9. If something is easy to get, does it have any great value
10. Set out your goals (at least 5) and works out how many are realistic and achievable. What steps do you think you want take to get there?

TASK 4

A. GROUP DISCUSSIONS

Discuss with your group how you would survive these adversities:

- You want to continue your study abroad, yet you are financially incapable;
- Your business goes south
- You have physical limitations in performing your current professions;
- Your professions demands intense mobility, yet you don't have (and know to use) any vehicle;
- Your spouse/partner demands more quality time together, yet your profession barely provides any leisure time for you.

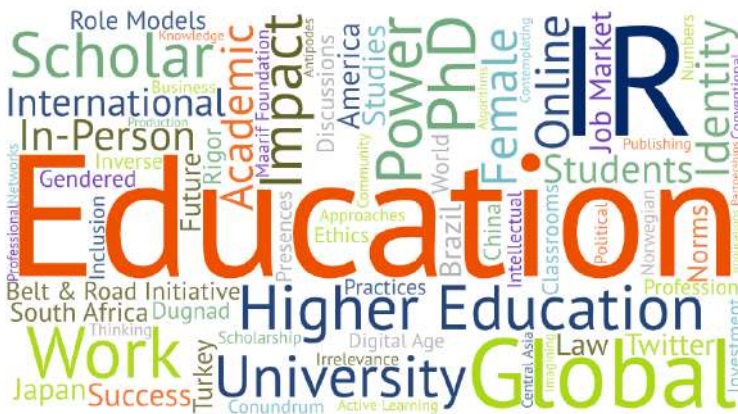
INTERNATIONAL EDUCATION

UNIT

10

A. Discuss these following questions with your partner:

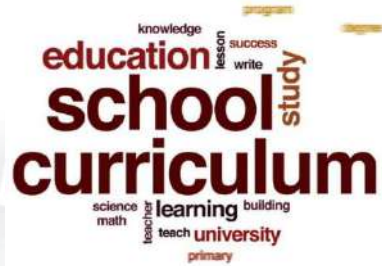
1. Why do you think that more people are interested in studying abroad?
2. Do you agree those overseas graduates are better than Indonesian graduates?
3. How can international education promote international understanding?
4. Should an international graduate be first considered when recruiting employees? Why or why not?
5. Which countries is the most interesting destination for further study? Why do you think so?
6. What do you think are problems met by an Indonesian studying in a foreign country?
7. What are the major differences between the educational system in indonesia and in foreign countries?
8. What do you think are the advantages and disadvantages of E-Learning or Distance Learning?



B. Group Discussion - Mini Presentation

Discuss in your group and compare the strengths and weaknesses between Indonesian and Overseas Education system. Consider the following things:

1. The school fee
 2. The curriculum
 3. The facility & resources available
 4. The quality of the graduates (the output; employability)
 5. Lecturers
- Etc.



THE IDEAL SECRETARY

UNIT

11

"It's always important for an executive to choose a helpful secretary."

Do you agree with the statement? Why or why not?



A. Pair Discussion

1. What do you think are the duties of a secretary?
2. Do you agree with the following statements?
 - a. A secretary should be a woman.
 - b. A secretary should be sexy and attractive.
 - c. A secretary should be young and enthusiastic.
 - d. A secretary should be experienced and mature.
 - e. A secretary should be loyal to her/his employer.
3. Should a secretary accompany her boss to a dinner or traveling? Why?
4. From your point of view, what is an ideal secretary?
5. What do you think of a secretary who has a love affair with her boss?

6. What are the advantages and disadvantages of being a secretary?
7. If you were a boss, what types of a secretary would you employ?

B. Case Study

Discuss the case of Monica Lewinsky and Clinton Affair with your group and

answer the following questions:

1. Was Monica Lewinsky an ideal secretary? Give your reasons!!
2. What are the limitation between a boss and a secretary?
3. Who should be blamed in this case?

C. Class Debate

"A secretary should always have appropriate educational background", pay attention and discuss the following picture.



Definition of Secretary

What is secretary?

Secretary is a person who can help a director to do clerical work in the office.

Why Secretary must be a good?

SOCIAL NETWORKING

UNIT

12

PRE TASK

TASK 1

Study the picture below. Give comment and share your ideas



Pair discussion

1. What social networking sites do you often use?
2. Do your parents use social networking sites?
3. What are the pros and cons of social networking?
4. What information do you have on your webpage?
5. What kind of information are you comfortable releasing to the public?
6. Are there any social networking sites for people who aren't good at meeting people face to face?
7. What type of information shouldn't people put on social networking sites?

8. Is it possible that social networking sites make people lonelier?
9. Do you think a country's leader should have a page on a social networking site? What do you think it might contain?
10. In your opinion, what's the best social networking site?
11. 11 What new features would you like to see on social networking sites?
12. Do you often visit a matchmaking site? Will you date someone online?

Group discussion

1. Discuss the positive and the negative sides of social networking!
2. Do you think there are issues that should not be posted and discussed online? What are they?
3. Should companies ban their employees from using social networking sites at work?

Mini-Group Presentation

Cyber crime, pornography, fraud, and other negative things have become concerning issues on internet. In your point of view, "what should we do to prevent those cases?"

Class debate, pay attention the following picture, give your perspective of using the social media.





ComputerHope.com



AROUND TOWN

UNIT

13

PRE TASK

TASK 1

Study the picture below. Give comment and share your ideas



Class activity

Tell your partner how to get from BRITON to one of the places in the city. Then ask your partner to draw a map while you describe the route. Check the map and make corrections. Do this in turn!

Pair discussion

1. What are the interesting places in your town? Where are they?
2. Do you like going there? How often do you go there?
3. How about tourism objects in your town? What and where are they?
4. What can you see in those places?

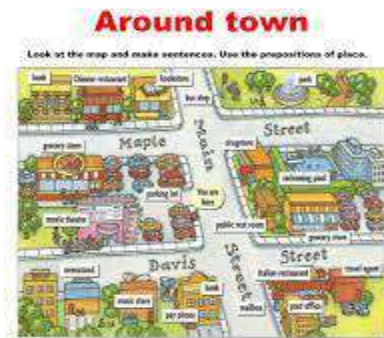
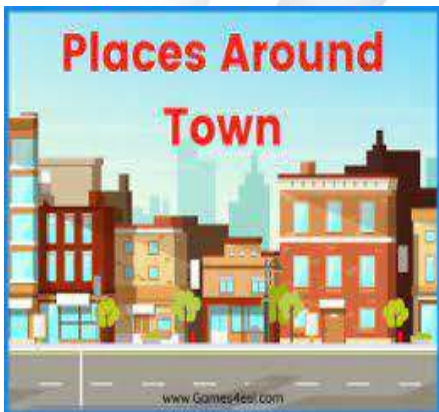
Group discussion

1. Where do people usually spend their weekend or holiday in your town?
2. Where do people usually go shopping in your town?
3. Where do children usually play in your neighborhood? What do they play?
4. How about the teenagers? Where do they usually hang out with their friends?
5. What do you like most about your town? Why?
6. What's the difference between a town and a city?

Group Presentation

Are traffic jams also a problem in your town? What's the best way to deal with traffic problems?

Class Debate: pay attention the following picture, give your perspective of your places around you.



JUVENILE DELINQUENCY

UNIT

14

PRE TASK

TASK 1

Study the picture below. Give comment and share your ideas



A. Class Activities

List some crime cases that you know and share with your partner!

B. Discuss these following questions with your partner

1. Is crime a serious problem in the neighborhood where you live?
2. What kind of crimes do young people usually commit?
3. At what age does a child know "right" from "wrong"? 5 years old? 10 years old?

4. Until that age, do children who commit crimes get special treatment 15 years old? do they get the same penalties the adults get?
5. What is the profile of the average juvenile delinquents?
6. Should young people go to prison if they commit serious crimes?
7. How much are parents to blame if their children become criminals?
8. Which part do you think of movies, the internet and video games play in leading young people to crime?
9. Do you think that our society is too soft on young people?
10. What is the impact of gangs on children in your country?
11. Will there be more or less juvenile crime in the future?
12. In what situation will you say "it is a crime to do nothing"?

C. Case Study

A thirteen-year-old boy committed a crime by killing his friend while playing. Claiming that he was pretending to be a professional wrestler, the boy punched, kicked his playmate to death.

1. Who do you think is the most responsible in this case? The parents? The government? The child?
2. Are there any obvious ways to prevent such horrors? What are they?

Class Debate: Pay attention the following picture, give your perspective of juvenile delinquency around you.



LIFE IS A JOURNEY

UNIT

15

PRE TASK

TASK 1

Study the picture below. Give comment and share your ideas



"Do not go where the path may lead you. Go instead where there is no path and leave a trail.

A. Pair work

1. When do people usually travel in a year? Why do they choose that/those time(s)?
2. If you could get a week off from work/study, where would you like to go? Whom would you take with you and what would you do there?
3. Have you ever been on a journey that went badly wrong? What kinds of thing went wrong?

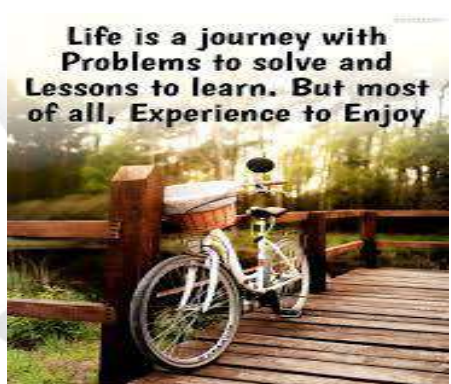
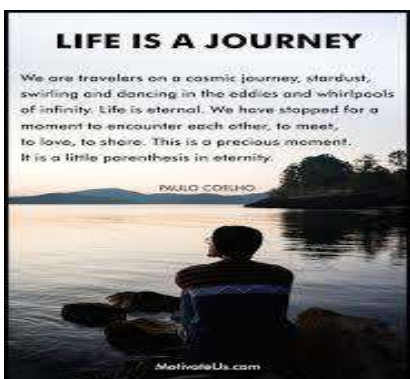
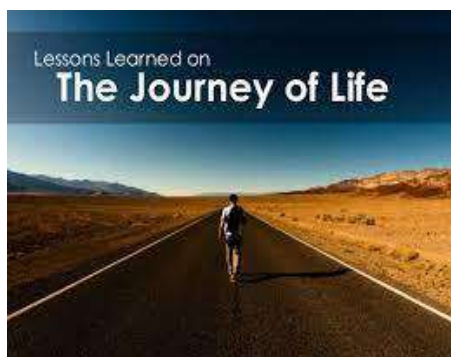
4. When was the last time you travelled? Did you go to a well-known tourist attraction or an untouched spot of natural beauty? Share your experience!
5. "Life is either a daring adventure or nothing."
What do you think the meaning of that quote?
6. "Bucket List" is a list of things one aspires of doing prior to their passing.
Name at least five things you would put in your own Bucket List. Explain each of your lists!
7. "Not everything happens the way you want it-that's what makes life an adventure." Has anything bad ever happened to you that turned out to be for the best?
8. What is the most difficult choice you've had to make in your life up to this point?
9. If you could go back in time, at which point of your life would you like to return to and relive? Explain your answer!
10. If you knew that tomorrow would be the last full day of your life, how would you spend that day?
11. What would the people closest to you remember most about you when you pass away?

B. Group discussion

Imagine if your life was about to be adapted into the silver screen; discuss with your group about the following topics:

- What the genre would be;
- What the title would be;
- Which celebrity would star as you,
- What the ending of the movie would be;

Class Debate: Pay attention the following picture, give your perspective of You life as journey





Cultural Differences

UNIT

16

PRE TASK

TASK 1

Study the picture below. Give comment and share your ideas



A. Class Activity

Make a list of custom that we have in our country which doesn't happen in other countries.

B. Discuss these following questions with your partner.

1. Have you ever visited another town with different custom? What is that?
2. When a foreigner lives in our country, do they try to speak our language?
3. If you lived in another country, how would you live your life? How would you adapt?
4. Is it better to marry someone of the same cultural background? Why or why
5. "Cultural differences cause problems. It is better for people to stay in their own countries rather than to migrate to

other ones." Do you happen to agree with the above statement?

6. Would you prefer to live in a monocultural or a multi-racial/cultural society? Explain your answer!
7. What different reactions do you think would happen between Indonesian culture and British culture to the following questions or statements:

How old are you?

How much do you weight?

We are not expecting you?

Are you married?

C. Group Discussion

Discuss with your group and come up with similarities and differences of cultures in our country. Present your ideas in front of the class and compare t with others.







The Quality of Education & Human Resources in Indonesia

UNIT

17

PRE TASK

TASK 1

Study the picture below. Give comment and share your ideas



Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto didacticism.

A. Discuss these following questions with your partner.

1. How important is education for you?
2. What is your educational background?
3. How much does your education help you in your occupation, career and life?
4. Do you have enough education to support you in your life onwards?

5. What is the most significant benefit you gain from your education?
6. Which is more important: **education** or **experience**? Why?
7. Do you consider pursuing further study abroad for a better career? Why?
8. How much should a tertiary-degree employee be paid?
9. What majors do you think can give good career opportunities in Indonesia these days?
10. What are the differences between *Indonesian education* and *International education*?

B. Discuss these following questions with your group

1. What do you have in mind about these following topics [try to compare the Indonesian education and the International one]:
 - A. Teacher Quality
 - B. School Curiculum
 - C. Campus Infrastructure/Facility
 - D. Campus Burauecracy
 - E. Education Fees
 - F. Diploma Forgery/Counterfait

C. What changes would you make in Indonesian education for a better quality?

D. Class debate: think about the picture







Within The Next 25 Years...

UNIT

18

PRE TASK

TASK 1

Study the picture below. Give comment and share your ideas

A. PAIR WORK



1. Have you ever made a prediction about something in the future that has been proven right? Share your experience!
2. If you had the opportunity to look into the future, would you take it? Explain your answer!
3. In your opinion, should the future be welcomed with fear or excitement? Explain your answer!
4. Is the future set in stone or is it still subject to change? Explain your answer! The future has been featured in numerous films and books. Mention a title of film/book which depiction of the future you consider most likely to happen. Explain your answer!

B. GROUP DISCUSSION

Compare your opinions about the likeliness for the following things to the next 25 years:

1. There will be more regions in Indonesia which separate themselves and be independent nations.
2. Another great war similar to that of the World Wars will happen.
3. The concept of same-sex marriage will be more acceptable and even applied in more conservative countries.
4. Indonesian football team will be the world champion.
5. Global Warming will be in full effect; the ice at both poles will fully melt and
6. The operating system using artificial intelligence will be applied to gadgets raise the sea level worldwide.e.g. computers and smart phones.
7. Fuel-powered cars will be obsolete, replaced by solar-powered vehicles.
8. The cure of HIV/AIDS will have been found.
9. The moon will be a tourism spot.
10. A colony of human will inhabit Mars.

C. CLASS DEBATE, GIVE YOUR PERSONAL PERSPECTIVE



LEADER AND LEADERSHIP

UNIT

19

PRE TASK

TASK 1

Study the picture below. Give comment and share your ideas



A. Pair Discussion

Discuss the following questions with your partner!

1. When do you call someone as a leader?
2. What do you think are the qualities of an ideal or a good leader?
3. Do you think you have the capacity or potentials as a leader in the future?
3. What do you need to learn and improve?
5. "A leader is born." Do you agree to this statement? Why?
4. If you look at the world leaders, what characteristics do you think they share?
7. What different kinds of leadership styles do you know? Which one is better?
8. If you were the president, what changes would you make to this country?
5. What do you think is the difference between a leader and a manager.
6. Is being a leader easy or difficult? Explain your answer!

B. Group Discussion

1. Which Indonesian president do you think was/is the most successful one so far? Why?
2. Would you agree that Army is moi tle of leading this country?
3. Why do you think so?
4. What kind of a leader do you think wed to lead this country 5 to 10 years In the future? Discuss and tal the criteria and traits needed.


C. Class Debate

“Indonesia still needs a figure of president with strong military background”.

Vote your choce for the next presiden and dicide the characteristic of a good leader.



Difference between a Leader & Leadership

- **Leader** - an *individual* who is perceived by group members as having a legitimate position of power or influence in a group. 
 - Assigned, delegated, or emerge (formally or informally)
- **Leadership**





Management

- Task-oriented
- Skills-based
- Rational thinking
- Events
- processes
- Methods
- Calculations
- Authority
- Telling people
- Push-approach
- Status quo



Leadership

- People-oriented
- Attitudes
- Behaviour
- Inspirational
- Visionary
- Involves people
- Leads through others
- Listens and motivates
- Asking people
- Pull-approach
- Risk-taking

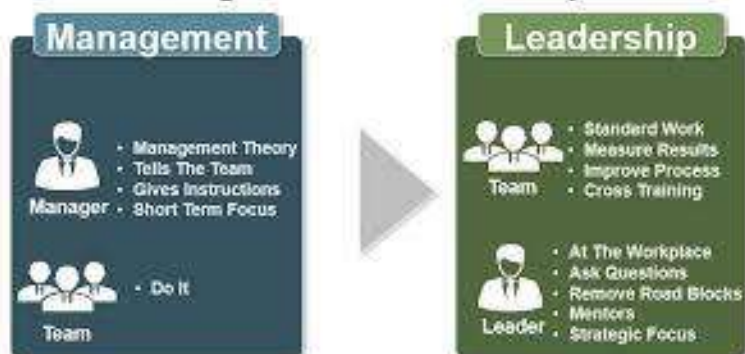


BE A LEADER
Not A Manager

<p>1</p> <p>Clear Purpose A leader has the ability to set a clear purpose and inspire others to follow it. A manager only manages tasks.</p>	<p>2</p> <p>Contagious Passion A leader has a contagious passion for their work and inspires others to follow. A manager only manages tasks.</p>	<p>3</p> <p>Self-Accountability A leader is self-accountable and takes responsibility for their actions. A manager only manages tasks.</p>
<p>4</p> <p>Flexible Determination A leader is flexible and determined to achieve their goals. A manager only manages tasks.</p>	<p>5</p> <p>Sustainable Outlook A leader has a sustainable outlook and focuses on long-term success. A manager only manages tasks.</p>	<p>6</p> <p>Dual Focus A leader has a dual focus on people and results. A manager only manages tasks.</p>



Management Vs. Leadership



Skills Good Leaders Need

Strategic Thinking

Developing a vision of where you want to be.

Planning & Delivery

Planning how to achieve your vision and dealing with challenges along the way.

People Management

Finding the right people and motivating them to work towards your vision.

Change Management

Recognising, responding and managing changes to your vision and plans.

Communication

Working on the best ways to communicate your vision to others and listening to ideas.

Persuasion & Influence

Encouraging others to help you achieve your vision by demonstrating its advantages.

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CELEBRITY CRIME

UNIT

20

Study the picture below. Give comment and share your ideas.



A. Pair work

1. Who is your favorite celebrity?
2. Do you think anyone can become celebrity?
3. Is there a difference between a 'celebrity' and a 'famous person'?
4. Are there any celebrities you hate the sight of? Why?
5. Do celebrities have a responsibility to act as a role model for society?
6. Who do you think has always been a good role model as a celebrity?
7. How about the celebrity who have been accused of a crime?
8. Are there any celebrities from your country that have been accused Of a crime? Who? What crime?
9. Do you think that rich and famous people are treated differently By the law in your country?

B. Case study

Michael Jackson was arrested in November 2003 by Santa Barbara police in California charges of inappropriate behavior and child molestation.

Marshall Mathers, III (aka Eminem) was arrested twice in June 2000 on gun charges in Michigan. The rapper was arrested for carrying a concealed weapon and assault after fighting with a man he saw kissing his ex-wife Kim outside of a club.

Discuss each celebrity crime case above to answer these questions • What kind of punishment do you think they should get?

- Has the crime changed the public's perspective about them?
- Has it changed their life?

C. Celebrity crimes

Pair work

1. Who is your favorite celebrity?
2. Do you think anyone can become a celebrity?
3. Is there a difference between a 'celebrity' and a 'famous person'?
4. Are there any celebrities you hate the sight of? Why?
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Case study

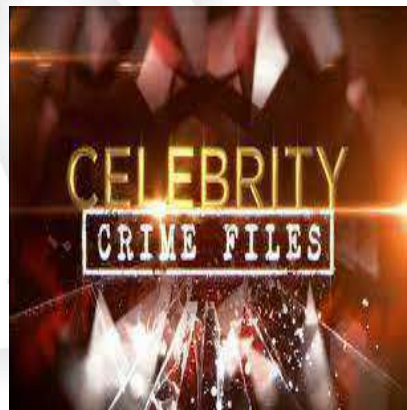
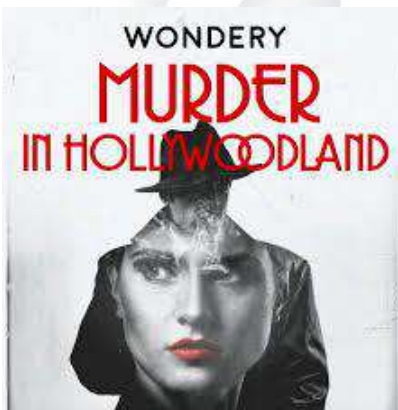
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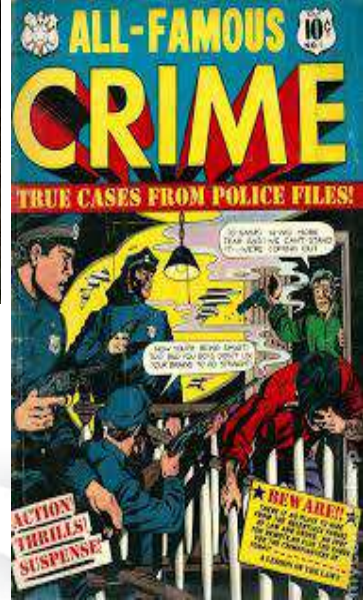
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Has it changed their life?

Class Debate, take a look at the picture give your perspective





KOLBS learning style about the encounter or only considering the possibility of doing something about it (Borzak, 1981). The second connotation of experiential learning is education that occurs as a direct participation in the events of life” (Houle, 1980). According to (Othman 2004), experiential learning exists when a personally responsible participant cognitively, effectively, and behaviorally processes knowledge, skills and/or attitude in a learning situation characterized by a high level of active involvement. It is learning that is achieved through reflection upon everyday experiences and is the way that most of us do our learning. The Principles of experiential learning are used in designing experiential education programs. Emphasis is placed on nature of participant's subjective experiences.

Secara kognitif yang lebih rendah dibandingkan dengan ketiga gaya belajar lainnya. Siswa dengan gaya belajar diverger juga memiliki rata-rata nilai hasil belajar afektif yang paling rendah dan berbeda signifikan dengan gaya belajar accommodator dan converger. Kutub kecenderungan reflective observation (watching) yang ada dalam diri siswa diverger membuat siswa tersebut melakukan pendekatan

pada setiap situasi dengan mengamati dan bukan bertindak (Indriana Dina,2011) Kecenderungan reflective observation (watching) membuat siswa diverger lebih pasif saat pembelajaran. Selain itu ciri khas gaya belajar diverger yang cepat bosan, yang mungkin membuat siswa diverger melakukan hal-hal lain di luar pelajaran sehingga mengakibatkan rendahnya hasil belajar afektif. Siswa dengan gaya belajar diverger lebih unggul dalam hasil belajar psikomotorik, dibandingkan kognitif dan afektif. Hal tersebut dapat dilihat dari banyaknya jumlah siswa diverger yang memiliki nilai hasil belajar psikomotorik yang berkriteria baik dan sangat baik. Siswa dengan gaya belajar diverger memiliki nilai rata-rata hasil belajar psikomotorik tertinggi ketiga, namun tidak berbeda signifikan dengan ketiga gaya belajar lainnya. Gaya belajar diverger unggul dalam melihat situasi kongkret dari banyak sudut pandang berbeda. Siswa dengan gaya belajar diverger biasanya ingin mengalami suatu pengalaman dan tidak takut untuk mencoba (Ghufron dan Rini, 2012). Metode praktikum merupakan sebuah pengalaman kongkret bagi siswa dengan gaya belajar diverger. Namun seringkali pendekatan yang dilakukan siswa diverger dalam berbagai situasi adalah mengamati dan bukan bertindak (Cassida, 2004).



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