



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
2016

GURU PEMBELAJAR

MODUL

PAKET KEAHLIAN ADMINISTRASI PERKANTORAN
SEKOLAH MENENGAH KEJURUAN (SMK)

Kelompok Kompetensi D
SURAT MENYURAT INGGRIS
Pembelajaran yang Mendidik

Penulis : E. Martono, dkk

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MODUL

PAKET KEAHLIAN ADMINISTRASI PERKANTORAN
SEKOLAH MENENGAH KEJURUAN (SMK)



KELOMPOK
KOMPETENSI

D

PUSAT PENGEMBANGAN DAN PEMBERDAYAAN PENDIDIK DAN TENAGA
KEPENDIDIKAN BISNIS DAN PARIWISATA

DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

2016



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Kompetensi Profesional: SURAT MENYURAT INGGRIS

Kompetensi Pedagogik: PEMBELAJARAN YANG MENDIDIK

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Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Bisnis dan
Pariwisata, Direktorat Jenderal Pendidik dan Tenaga Kependidikan

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Kata Sambutan

Peran guru profesional dalam proses pembelajaran sangat penting sebagai kunci keberhasilan belajar siswa. Guru Profesional adalah guru yang kompeten membangun proses pembelajaran yang baik sehingga dapat menghasilkan pendidikan yang berkualitas. Hal tersebut menjadikan guru sebagai komponen yang menjadi fokus perhatian pemerintah pusat maupun pemerintah daerah dalam peningkatan mutu pendidikan terutama menyangkut kompetensi guru.

Pengembangan profesionalitas guru melalui program Guru Pembelajar (GP) merupakan upaya peningkatan kompetensi untuk semua guru. Sejalan dengan hal tersebut, pemetaan kompetensi guru telah dilakukan melalui uji kompetensi guru (UKG) untuk kompetensi pedagogik dan profesional pada akhir tahun 2015. Hasil UKG menunjukkan peta kekuatan dan kelemahan kompetensi guru dalam penguasaan pengetahuan. Peta kompetensi guru tersebut dikelompokkan menjadi 10 (sepuluh) kelompok kompetensi. Tindak lanjut pelaksanaan UKG diwujudkan dalam bentuk pelatihan paska UKG melalui program Guru Pembelajar. Tujuannya untuk meningkatkan kompetensi guru sebagai agen perubahan dan sumber belajar utama bagi peserta didik. Program Guru Pembelajar dilaksanakan melalui pola tatap muka, daring (*online*), dan campuran (*blended*) tatap muka dengan online.

Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (PPPPTK), Lembaga Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Kelautan Perikanan Teknologi Informasi dan Komunikasi (LP3TK KPTK), dan Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah (LP2KS) merupakan Unit Pelaksana Teknis di lingkungan Direktorat Jenderal Guru dan Tenaga Kependidikan yang bertanggung jawab dalam mengembangkan perangkat dan melaksanakan peningkatan kompetensi guru sesuai bidangnya. Adapun perangkat pembelajaran yang dikembangkan tersebut adalah modul untuk program Guru Pembelajar (GP) tatap muka dan GP online untuk semua mata pelajaran dan kelompok kompetensi. Dengan modul ini diharapkan program GP memberikan sumbangan yang sangat besar dalam peningkatan kualitas kompetensi guru.

Mari kita sukseskan program GP ini untuk mewujudkan Guru Mulia Karena Karya.

Jakarta, Februari 2016
Direktur Jenderal Guru dan Tenaga Kependidikan,

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Kata Pengantar

Puji dan syukur kami panjatkan kehadirat Allah SWT atas selesainya penyusunan Modul Guru Pembelajar Paket Keahlian Administrasi Perkantoran Sekolah Menengah Kejuruan (SMK) dalam rangka Pelatihan Guru Pasca Uji Kompetensi Guru (UKG). Modul ini merupakan bahan pembelajaran wajib, yang digunakan dalam pelatihan Guru Pasca UKG bagi Guru SMK. Di samping sebagai bahan pelatihan, modul ini juga berfungsi sebagai referensi utama bagi Guru SMK dalam menjalankan tugas di sekolahnya masing-masing.

Modul Guru Pembelajar Paket Keahlian Administrasi Perkantoran SMK ini terdiri atas 2 materi pokok, yaitu : materi profesional dan materi pedagogik. Masing-masing materi dilengkapi dengan tujuan, indikator pencapaian kompetensi, uraian materi, aktivitas pembelajaran, latihan dan kasus, rangkuman, umpan balik dan tindak lanjut, kunci jawaban serta evaluasi pembelajaran.

Pada kesempatan ini saya sampaikan ucapan terima kasih dan penghargaan atas partisipasi aktif kepada penulis, editor, reviewer dan pihak-pihak yang terlibat di dalam penyusunan modul ini. Semoga keberadaan modul ini dapat membantu para narasumber, instruktur dan guru pembelajar dalam melaksanakan Pelatihan Guru Pasca UKG bagi Guru SMK.

Jakarta, Februari 2016
Kepala PPPPTK Bisnis dan Pariwisata,

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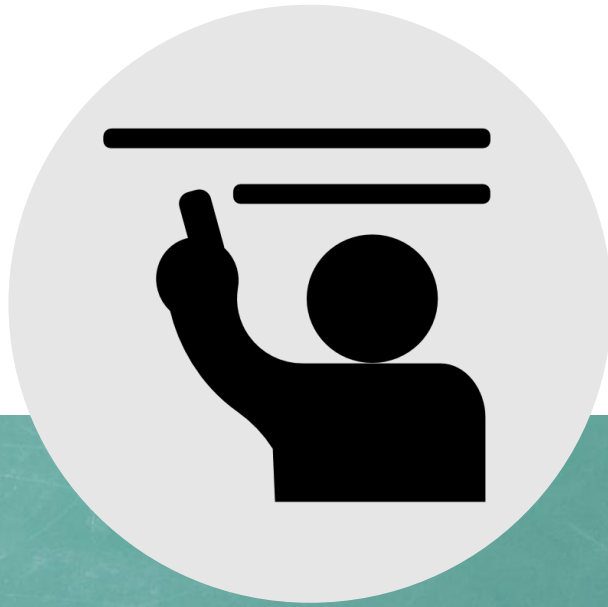
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Bagian I : Kompetensi Profesional

Kompetensi profesional adalah kemampuan pendidik mengelola pembelajaran dengan baik. Pendidik akan dapat mengelola pembelajaran apabila menguasai substansi materi, mengelola kelas dengan baik, memahami berbagai strategi dan metode pembelajaran, sekaligus menggunakan media dan sumber belajar yang ada.





Introduction

A. Rational Background

Various types of training material can be used in training teachers. Among the lessons is a module. Module selected as training tools so that in training creative active interaction occurs between the trainer and the trainee, By the way step by step improved the ability of trainees to master the subject matter and teaching techniques.

Therefore teaching ability of teachers must be constantly improved, in addition to this training are also reminded that teacher professional duty is measured from its success in teaching. Thus, teachers need to be convinced in order to prioritize the satisfaction and success of students in learning.

Mastering English language ability for vocational students are desperately needed to win market competition globalization field of human resources intermediate skilled level in the future. Therefore, vocational education should be prepared to make students skilled in communicating in English language, including doing business using English Correspondence.

The skills of letter writing is one of the effective ability for personal communication, social, and business communication services, commerce and industries. Letter writing requires a capability of cognitive, affective, and psychomotor. The contents of someone's mail is the ability the author benchmarks in developing imaginative and critical thinking ability, even a sign of intellectual of the writer.

Profesioanal teachers are teachers who are able to measure students' ability to adapt and to encourage students of advanced stage by stage. Given the ability of vocational students English speaking mastery was very heterogeneous, then

teachers need to change strategy of learning from a teacher-centered learning became a student-centered learning.

Design and development of competency based teacher training programmes organized to sustainable quality improvement professional teachers of SMK majors in business management and tourism.

On that basis, then the fact of the matter is to change teacher training teacher ,teaching habits by presenting the material step by step for teaching, so that learning activities of students with guided teachers until they master the learning material and be able to apply in practice. One of the learning material that is able to make students work, learn, and do is a module. This module was compiled for material upgrading. That is, the teacher training

participants are trained to apply subject of in the situation of learning step by step with the techniques of the presence learning modules. With an. emphasis on students achieving optimal capabilities, strictly speaking, the material of the module can applied to students in teaching and learning by encouraging the interaction of students active. Of course the teacher can do teaching and learning process, so the students are able to strengthen the material according to their professionalisObjectives

The purpose of the module is used in the process in order to progress participants upgrading can be followed with a higer frequency through an evaluation conducted at the end of each module.In addition, this module is designed based on the theory of **“mastery’ Learning and learning to do.”**. Therefore the focus of the training was learning strategies with targets on the participants involved to optimally master the materials presented in this module so that they are able to become facilitators in the future. Further more, the general purpose and the special purpose of modular English Correspondence teacher training as follows.

1. General Purpose:

- a. Teacher training objectives can be achieved efficiently and effectively.
- b. Upgrading participants can follow the training programme in accordance with the speed/pace and its own merits
- c. Maximum participants live up the material and the technique of doing, a teaching and learning activity in the future.
- d. Participants Upgrading can assess and know the results sustainable their personal ability
- e. The trainees really felt became the focal point of the activities of the training process

2. Special Purpose:

- a. Equip the core subject matter of English correspondence curriculum to participants upgrading
- b. improve the ability to select the appropriate subject matter the ability of learners participants upgrading
- c. Be able to improve the ability of applying the techniques of interactive teaching and learning activities to read and write properly, correct, courteous and polite.
- d. Be able to implement teaching and learning English correspondence activities to the vocational students with condition of their English ability is still weak.

3. End Of Upgrading

- a. At the end of upgrading participants able to act as a facilitator for the teachers in their respective areas of work, especially.
- b. to promote the teaching of writing in English Correspondence using personal experiences; and
- c. develop skills for teaching effective writing through controlled and guided activities.

B. Map Skills Ability of Vocational Business Management Teacher

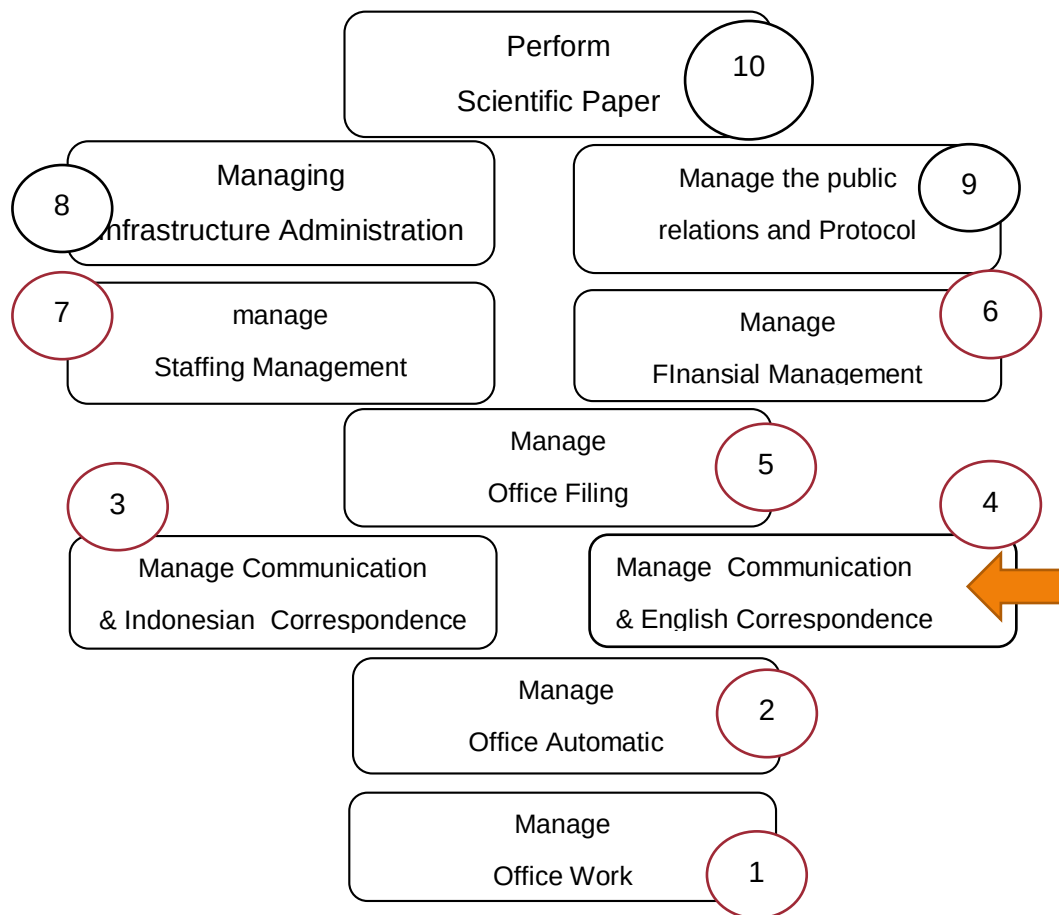


Figure 1. The Grade Of Traning

C. Material Scope Of Module

The material scope of learning that should be able to be taught by teachers in the process of teaching and learning are :

1. The basic communication of primary and intermediate level of English language
2. The basic level application of English Correspondence communication,
3. The intermediate level application of English correspondence comunicarion
4. On that basis, for teachers are expected to teach material English Correspondence of advanced level and highly recommended are able to

teach advanced English correspondence material. The material scope of this module consists of 8 units curriculum :

- a. Unit 1 : Personal Correspondence,
- b. Unit 2 : Business Letters
- c. Unit 3 : Report Writing

D. Suggested Use The English Correspondence Module

1. Suggested Use For Trainers and Trainees

This English Correspondence module is used to increase the professionalism of the participants in order to be able to teach EC in their school respectively, and at the end of the training participants have confidence is able to be a facilitator in the area of their work. Therefore, the presentation of these modules for trainers and for trainees are advised as follows.

2. Instructions Step For Trainers

End of the training the participants are expected to be a coach or instructor. To get the objectives the step go do the module as follows;

- a. Read and understand thoroughly the introduction of this module
- b. Read and understand carefully the contents of material throughout this module unit.
- c. Read carefully and understand each unit serving the order.
- d. Attention to the use of the term, assigned grammatical, punctuation, and
- e. Cooperation with participants upgrading must often be done
- f. End of each participant is obligated to complete the evaluation
- g. The results of the evaluation in the handwritten and typed.



1. Personal Correspondence

A. Objectives

After you learn this unit module you will be able to know:

1. Congratulations
2. Condolences
3. Appointment
4. Invitation
5. Cover Letter
6. Resume

B. Indicator of Competencies

Indicator of competencies writing letter you are able to writing :

1. Congratulations
2. Condolences
3. Appointment
4. Invitation
5. Cover Letter
6. Resume

C. Description

Personal Letters

A Personal letter is sent from one individual to another individual or company in order to address matters of an informal nature. Examples of these can include;

1. Congratulations
2. Appointment
3. Condolences
4. Apologies

5. Invitations
6. Cover Letter
7. Resume

They differ from formal types in that they can be used to express personal feelings and depending on the relationship between the sender and receiver do not require formal concise language.

1. Congratulations

Congratulations are extended on all kinds of occasions-when someone receives an award, a promotion, or some other honor; when someone wins an election or receives an appointment; when someone celebrates a wedding, an anniversary, the birth of a child, or a retirement. Keep your employer informed of all such occasions and assist in drafting congratulatory message whenever you can.

The letter of congratulations should be enthusiastic and suited to the event. It can mention the common bond between the writer and the reader. No negative note or side issue should intrude to mar the recipient's pleasure or suggest that the writer is merely using the happy occasion as an entering wedge for another matter.

Letters of appreciation in reply to letters of congratulations are a must. Be sure your boss does not overlook this obligation. Printed cards are no substitute.

The Body of a Letter, are follows:

1. Mention the specific reasons for the congratulations.
2. Recall some pleasant event pertaining to it, if appropriate.
3. Mention some of the recipient's accomplishments or personal characteristics, if pertinent.
4. If you are not known to the recipient, mention the reasons for your interest.
5. Refer specifically to some comment in the letter of congratulations to which you are replying.
6. Express appreciation for any offer of assistance or moral support.
7. Keep letters brief but friendly.

Example 1 : Congratulation On Anniversary

Dear Ruth:

We are delighted to welcome you into the Twenty-Five-Year Club and hope that you will be our guest at the annual banquet at the Hilton on Friday evening, September 18.

Twenty-five years represents a big portion of any lifetime-a person's or a company's. I vividly recall my own early days with Thompson & Brooder onyx eighteen years ago and the tremendous help and encouragement a certain executive secretary gave that young, rather over whelmed sales manager!

As you celebrate your anniversary on September 18, I know you will count all of us your friends and admirers. My sincere congratulations and best wishes for many more rewarding years with T&B!

Cordially,

*Martin B. Siegler
President*

2. Condolences and Thank You's

Written expressions of sympathy and offers of help are though full gestures when an illness, accident, or some other problem accures. Such letters are difficult for almost everyone to write, particularly when they must be sent because of a death, nevertheless, they are essential.

The content of Condolence are follows

- Begin with a simple and sincere expression of sorrow, concern, sympathy, or appreciation for condolences received Offer specific help or comfort, if possible.
- Do not mention other troubles or bad news of any kind.
- In the case of illness or accident, always assume that the patient will recover; give good news about people or events of interest. In the case of death, mention the esteem or affection felt for the deceased.
- Express appreciation for any specific help offered in a letter of condolence, and if it is accepted, explain clearly any necessary conditions or arrangements.
- Keep the letters short and the tone simple and sincere.

Example 2.1. : CONDOLECENCE LETTER In case of Death

Dear Mrs. Kelly:

We were deeply saddened to hear the news of your husband's death yesterday please accept our heartfelt sympathy.

Frank was a fine man, outstanding in his work and wonderful as a friend. All of us here at the company will miss him greatly.

If there is anything we can do for you or the children at this tragic time, please telephone me and we will do our best for you.

Sincerely,

William L. Levitt

EXAMPLE OF REPLY CONDOLENCE

(Thank You For Sympathy On Death Of Husband)

Dear Mr. Levitt:

Your kind and understanding note of sympathy on Frank's death was most comforting.

He was a wonderful man, and I am grateful that our children are old enough to appreciate what he exemplified in his life.

Thank you for writing.

Sincerely,

Anne J. Kelly

Example 2.2. Symphaty on An Illeness

Dear Helen:

I was surprised and sorry to hear that you are in the hospital, but I understand that you're well on the road to recovery-and that is good news indeed!

When your doctor says it's all right for you to travel, why not come to stay with us for a week or two? There's plenty of room, and we always enjoy your company.

Meanwhile, our best wishes to you from the entire family.

Sincerely,

Benjamin Chang

3. Appointment Letters

Although the telephone is used somewhat more often for arranging appointments than letters are, any agreements reached over the telephone are usually confirmed by letters. In addition to confirmed letters, you will often need **to write letters requesting or granting an appointment, requesting a change of appointment, and occasionally, cancelling an appointment**. After than appointment is kept, you may find it advisable to write a follow-up letter.

Requesting an Appointment

- To write an effective **appointment letter**, give full consideration to the convenience of the person with whom an appointment is being arranged. Time, interest, and the situation of the person involved should govern the contents of the letters.
- Make letters granting or **confirming appointments** cordial and concise. They will vary according to circumstances and individuals involved but should always restate the acceptable arrangements.

- Take the same **care in changing or cancelling appointments** as you do in originally setting them.

The Body of Appointment Letter are follows:

- ✓ State clearly the reason for the request.
- ✓ Show enthusiasm for the suggested meeting.
- ✓ Give the meeting place, if appropriate
- ✓ Suggest or confirm the day, date, and hour.
- ✓ Mention the estimated length of time required.
- ✓ Indicate any possible deviation from plans.
- ✓ Offer flexibility in setting the date.
- ✓ Explain fully and tactfully the reason for any change you request.
- ✓ Express regret for inconvenience caused by a change in the date and suggests another date if possible.

Request For Appointment

Dear Mr. Widyo Sucipto

Do you have plans for expansion of your business in the future? As part of our investment program, we make direct loans of between \$1 million and \$15 million for from 5 to 30 years.

I will be in Indonesia during the week of April 16 and would appreciate the opportunity to discuss loan possibilities with you. May I suggest that we get together for about half an hour at 3 p.m. on Tuesday, April 17? If that will not be convenient, perhaps we could make it Thursday, April 19, at 9:30 a.m.

If I don't hear from you before I leave, I will call you from the Mandarin Hotel when I arrive in Jakarta

Sincerely yours,
Alexander Roth
Vice President

Change Of Appointment

Dear Mr. Widyo Sucipto

Will it be possible for you to postpone your appointment with me for 9:30 a.m., Thursday, April 19? I will be out of town that week, but he suggest as an alternative the following Monday, April 16, from 9 to 10 a.m.

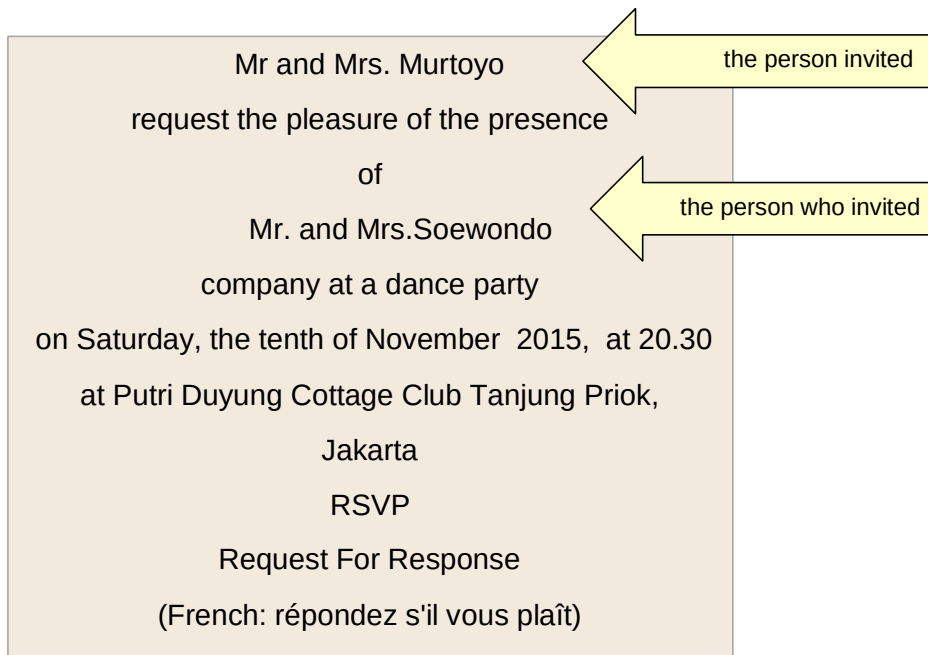
Please let me know if the 16th will be satisfactory.

Sincerely yours,

*Alexander Roth
Vice President*

4. Invitation Letters

Invitation cards are still popular in the social environment. Especially the design appearance of the printed paper card invitation. It happened thanks to advances in the fields of print and print tools. Many printers are capable of producing various types of colored prints. Invitation cards modified appearance, however the language material is generally still standard



A Visa Invitation Letter (from a company overseas)

A Business Invitation Letter must be printed on the company's official letter-headed paper and should contain details of the applicant's proposed dates of entry and exit, their duration of stay and the type of business they will be conducting during their stay. The letter must:

- state full name, address and telephone number of the inviting company or organisation.
- be dated (the letter should be no more than one month old at the time of application).
- be signed by a person whose position in the inviting company is higher than that of the applicant.
- include a printed name as well as a signature.

To: *name and address of embassy* (This can be obtained by clicking on the embassy websites link at the top of our website, and then selecting the relevant country.)

Date:

Dear Sirs,

This is to confirm that *applicant's name (date & place of birth, nationality & passport number)* has been invited to visit *name of inviting company* between *date* and *date*.

Applicant's name is visiting the company on a business trip, for the purpose of *give purpose, e.g. business meetings*.

If you require more information about this trip, please contact *reference name* (two needed for Indian visas) at *name of inviting company* on telephone number *telephone number of inviting company*.

Optional: *Applicant's name* will be required to visit the company regularly over the next *number* months for the purpose of *give purpose*. We therefore ask if you can issue *him/her* with a multiple entry visa for this period.

Your assistance in this matter would be highly appreciated.

Yours faithfully,

Signature

Name

Position



LETTER OF INVITATION

To whom it may concern:

On behalf of _____, it is my great pleasure to invite
the following person to visit our company in August 2011.

Full Name: _____
Passport Number: _____
Nationality: _____
Purpose of Visit: to visit current production of promotional _____ being
manufactured for _____ in our factory: _____
Date of entry in China: August 2011
Date of exit of China: August 2011
Number of entries: Single
Accommodation: Staying at the _____ Shanghai every night of the stay in
China.



Signature: _____

T: + _____
F: + _____

Figure 2. Examples form of the Chinese Embassy

5. Job Application Letter (Cover Letter)

A job application letter (also called a "cover letter") is written to apply for a specific position. It is a persuasive message that sells the applicant's talents to a prospective employer. It persuades the reader to believe in his/her suitability for a particular position.

A job application letter serves several specific purposes:

- introduces the applicant to the hiring organisation;
- introduces the applicant's resume;
- highlights the applicants positive personal traits and achievements;
- shows how the applicants special talents will benefit the organisation;
- emphasises how the applicant is right for the job by matching the requirements of the job with his/her qualifications; and
- asks for an opportunity to be interviewed by the organisation.

Component of Job Application Letter is divided into:

a. Opening

The opening of an application letter is the most important part of a "job application package" because sets the tone and focus of the Application.

1) Solicited Application Letters

In order to open a letter of application for a job that has been advertised, any of the following strategies may be to catch the attention of the reader:

2) Mentioning Source of Information

The letter may open by mentioning the source of the information about the job clearly — newspaper advertisement, website vacancy notice, company circular. "Your advertisement for an *administrative staff* in the November 5 issue of The Jakarta Post (Daily edition) caught my attention because with a Degree in Office Administration of Vocational School and I could serve MS Office well."

3) Matching to Employer Needs

An important strategy to open a solicited letter of application could be to focus on the applicant's qualifications that meet the needs of the prospective employer.

I'm graduate, no experience, I have English Debate Champion Certificate in vocational School Skill Competition with thorough knowledge of the Information Technology to meet the challenges of administration staff the Export marketing, the position that your company advertised in the March 6 issue of The Jakarta Post.

4) Using References

Making use of references is a popular strategy to open solicited application letters. It strengthens the application because most of the employers prefer to hire known people rather than strangers. Mrs. Endang Rahayu, MPd., a career counsellor at your vocational school, told me that International Astra Indonesia. Co. is looking for receptionist.

5) Unsolicited Application Letters

If the job was not announced, the person sends an unsolicited letter hoping there might be an open position within the company.

b. Main Content of The Body Letter

In order to make a job application letter persuasive and convincing, the following steps should be included in body copy:

1) Describe Achievements and Capabilities

A summary of the applicant's qualifications, professional training, and experiences should be presented. If the applicant has sufficient experience in the field of employment, he/she should emphasise his/her experiences. However, if he/she is a fresher with little or no experience, he/she should emphasise his/her qualifications, special training, professional development programmes, or any fresher/orientation courses that he/she might have done.

2) Highlight Your Strengths

The applicants should describe his/her strong points and special assets. He/ Me should also mention his/her intuitive and learned skills, special traits, and positive qualities that are normally not included in the resume.

c. Closing

After supporting his/her candidature, the applicant has to conclude the letter by motivating the reader to act. He/She should tell the reader how he/she can get in touch with him/her and request a formal interview. In order to persuade the reader to act, the following steps may be followed:

d. Refer to the Resume

Refer the employer to the attached resume for getting additional information regarding education, training, experiences, skills, and achievements.

⇒ I enclosed my resume, which provides additional information regarding my education and training, or my job experiences.....

e. Restate Interest in the Company

While closing letter of application, the applicant may restate his/her interest in the company or reinforce his/her ability for the position.

⇒ I am excited by an opportunity such as the one you advertised, and I believe I would be a assistant administrative ...

⇒ I have been looking for an opening like this one, which provides a challenging growth opportunities.

f. Express Eagerness to Meet the Employer or directly ask for an Interview

- I look forward to having the opportunity to talk with you at your convenience, about the Execution Assistant administrative position.
- Include Contact Information You, Such as Phone Numbers, e-mail, Date, and Time
- You can reach me at (62 81) 386 772 009 between 8:00 a.m. and 6:00 pm, or contact me via e mail: inten_sosro@gmail.com

Final Writing Tips

A letter of job application is an important employment seeking document and it should be made as persuasive as possible.

The following aspects should be taken care of:

- *Give the Letter a Professional Look*
- *Use a Positive Tone*
- *Show Confidence*
- *Show Genuine Interest*
- *Use Specific Details.*
- *Be Factual and Objective*
- *Follow Consistent Style*

Examples of an unsolicited letter of application written by the jobseeker on his/her own initiative are as follows:

- *Full Block Form*
- *Unsolicited - Single Letter*

Example : Unsolicited - Job Application Letter Staff Assistant Resume Sample

KEREN HAPUK

Jalan Nasabah II/23, Komp. Betawi Agung, Ciputat, Tangerang Selatan, Banten, 15411,
E-mail: kerenhapuk@gmail.com

OBJECTIVE

A Junior Secretary position with The ENERGY EQUITY, LTD
Offering clerical and administrative skills combined with strong attention to detail in order to maximize efficiency.

SUMMARY OF QUALIFICATIONS

- Over 1 year of experience working for NINDYAKARYA as a staff
- Demonstrated ability to learn and implement office procedure by instructed office staff
- Proficient in operating copier machines and changing ink filters
- Highly skilled in typing documents and filing information
- Hands-on experienced in taking incoming calls and responding to queries
- Able to oversee inventory procedures.

SPECIAL SKILLS

- Demonstrated ability to type 80 words per minute
- Proven ability to juggle many tasks at the same time
- Good interpersonal and communication skills
- Computer – MS Word, Excel, PowerPoint and MS Project
- Bilingual – English and Indonesia

MAJOR ACCOMPLISHMENT

- Reorganized the inventory procedure – increased efficiency by 20%
- Resolved problems of some very irate customers – resulted in excellent feedback

RELATED EXPERIENCE

December 2013 – Present, Nindya Karya PT, Jakarta Timur

Staff Assistant

- Manage inventory and filing
- Take phone calls, responding to resolving customer problems where appropriate
- Oversee incoming and outgoing correspondence
- Compile reports and taking minutes of the meeting

EDUCATION

Office Administration of Vocational High School 2010
Office Administration Diploma III 2013

Example 2: Solicited Job Application Letter

Akshanti Kuncoro
A/1 Arjuna View
Jl Raya Semanding
Malang - Jawa Timur
INDONESIA

20th October, 2013

The Advertiser
Box No. JKB. 580 A
"KOMPAS"
Palmerah – Jakarta Barat
INDONESIA

Dear Sir,

I am responding to your advertisement, which appeared in "KOMPAS" of October 18, 2013. I am confident that I am the most suitable candidate for the post of the Marketing Staff, as I possess all the qualities, qualifications and experience required by you.

I am at present working as an Assistant Staff Marketing Manager with the Household Devices Private Limited, Malang. My employers have no objection if I try for a higher post. I am sending this application with their knowledge. The enclosed bio-data sheet and copies of certificates will convince you that I deserve to be called for an interview.

Yours faithfully,

Akshanti Kuncoro

Encl: (1) Bio data sheet
(2) Five copies.

6. Resume

The success of employment search largely depends on a candidate's ability to design a persuasive resume and an effective job application.

A resume is a selective record of an individual's background. It is basically a professional employment-seeking document that presents a summary of an individual's education, professional experience, skills, abilities, achievements, and references. It introduces the individual to a potential employer. Writing an effective resumes that represents one's current skills, abilities, and background is a challenge faced by all candidates.

a. Resume Design

The design of a resume largely depends on a person's background, employment needs, career goals, and professional conventions in the area of specialization. For best results, a resume must be designed to reflect the candidate's personality, employment goals and his or her career aspirations.

A resume should be original. However, whatever the resumes design, the resume must answer the following questions:

- How can the employer contact the candidate?
- What are his/her career objectives?
- Which institution has been attended?
- What courses (academic or professional) has been completed?
- What is his/her work experience?
- What are his/her career achievements?
- What are his/her special skills or capabilities?
- What are the/her awards or honors that he/she has received?
- What are his/her activities/special interests/hobbies?
- Who are his/her references?

b. The components of resume:

The standard components of a resume include the heading; position sought, career objective, education, work experience, specific skills, achievements, activities, interests, and references.

1) Heading

The heading of a resume includes contact information, which contains the applicant's name, full postal address with pin code, telephone number with area code, fax number, and e-mail address.

2) Position Sought

If applying for a solicited job position, the position sought should be mentioned so that the employer is able to distinguish the application from those who might have applied for other positions available in the company/organisation. However, it is not necessary to include this part in the resume if the application is for an unsolicited job position.

3) Career Objective

Career objective is a special part in a resume. It occurs just above the main experience and education parts. If responding to an advertised job position, the resume should include the applicant's career objective, which should be tailored to the position he/she is seeking. Thus, it should be a specific one-sentence focused statement expressing his career goals in relation to the targeted position. It should convey his/her motivation and interest in the job he/she is seeking. It would just express your general career goals and tell the potential employer the sort of work you are hoping to do. Study the following examples:

- Seeking a suitable position in finance and capital management.
- Challenging position in capital and investment firms.
- Position in academic administration.

4) Professional Summary

Some resumes may include a professional summary in place of career objective. It is a one-sentence statement listing the applicant's most *important qualifications*, his/her skills, and his/her key work experience. This part should be included in the resume if the wishes to highlight the relevance of his/her qualifications, special skills, and *key work experience position* he/she is applying for. Four years of experience as a accounts manager.

5) Education

In this part of the resume, specific details regarding the applicant's education and professional training must be included:

- The name and location of the school/ college/university/institution attended,
- dates of attendance,
- major areas of study,
- degrees/certificates received should be mentioned applicant's grade point average/class/division if it is on the higher side may also be mentioned:
 - The training programmes,
 - special courses,
 - seminars and workshops that the applicant might have co attended,
- or conducted should also be included. Reverse chronological order is used to list educational information that is, starting from the most recent educational information.

6) Work Experience

This part of the resume should provide a brief and specific overview of the work and professional experience. As prior work experience is a vital part of any hiring decision applicant must draft this part of the resume very carefully. If he/she has impressive work ex relevant to the position he/she is seeking, it makes more sense to mention it before providing the educational information.

7) Special Skills, Abilities, and Aptitudes

In this part of the resume, the applicant's special abilities and aptitudes that are of significance and of direct relevance to the job applied for are examples of learned skills include computer programming, computer programming, and data processing. Foreign languages, accounts handling, consulting, drafting, commercial writing, and so on must be

included. It is necessary to be selective and specific, highlighting only those skills and talents that are relevant to the targeted job.

8) Activities and Interests

Extra-curricular, co-curricular, professional activities, and hobbies and interest must be mentioned. These activities must show that the applicant is a dynamic and energetic person who can accept challenges. Companies prefer such people.

9) Achievements/Accomplishments/Honours

The applicant's achievements, accomplishments, and distinguish him from the rest. They convince the employer that he/she is an achiever and there-worth hiring. This part should include scholarships, fellowships, awards, distinctions, commendation certificates, or anything that shows achievement or recognition.

10) References

Some employers need references from persons who know the applicant's work or professional and competence through formal and professional interaction with him/her. When applying for a solicitation position where the employer wants references, the names of three persons who can give letters of recommendations or references should be mentioned.

c. An example A Resume : Staff Assistant Resume Sample

KEREN HAPUK

Jalan Nasabah II/23, Komp. Betawi Agung, Ciputat, Tangerang Selatan, Banten, 15411,
E-mail: kerenhapuk@gmail.com

OBJECTIVE

A Junior Secretary position with The ENERGY EQUITY, LTD Offering clerical and administrative skills combined with strong attention to detail in order to maximize efficiency.

SUMMARY OF QUALIFICATIONS

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 - Highly skilled in typing documents and filing information
- Hands-on experienced in taking incoming calls and responding to queries
 - Able to oversee inventory procedures.

SPECIAL SKILLS

- Demonstrated ability to type 80 words per minute
 - Proven ability to juggle many tasks at the same time
 - Good interpersonal and communication skills
 - Computer – MS Word, Excel, PowerPoint and MS Project
 - Bilingual – English and Indonesia
-

MAJOR ACCOMPLISHMENT

- Reorganized the inventory procedure – increased efficiency by 20%
 - Resolved problems of some very irate customers – resulted in excellent feedback

RELATED EXPERIENCE

December 2013 – Present, Nindya Karya PT, Jakarta Timur

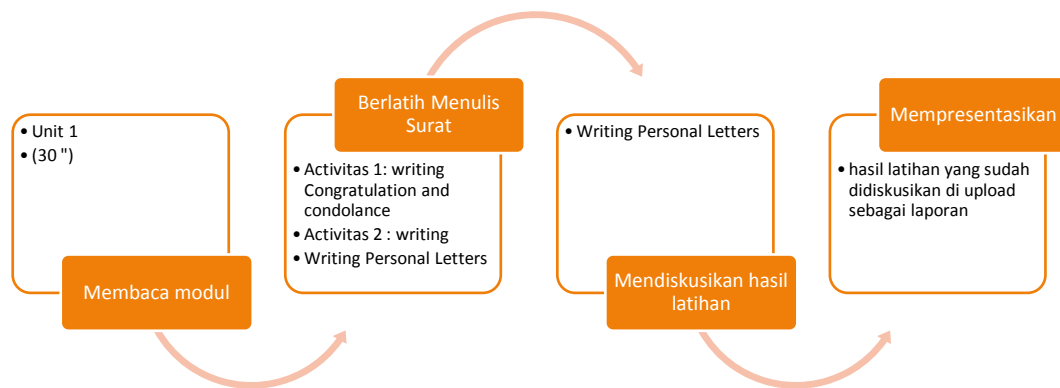
Staff Assistant

- Manage inventory and filing
 - Take phone calls, responding to resolving customer problems where appropriate
 - Oversee incoming and outgoing correspondence
 - Compile reports and taking minutes of the meeting
-

EDUCATION

Office Administration of Vocational High School 2010
Office Administration Diploma III 2013

D. Learning Activities



E. Exercises

1. Activity 1 : Writing a congratulation of anniversary
2. Activity 2 : Writing a condolence
3. Activity 3 : writing an appointment
4. Activity 4 : Writing a formal invitation
5. Activity 5 : writing a job application letter
6. Activity 6 : writing your resume

(The attached worksheet)

F. Summary

Written correspondence is essential to practice. Letters, e-mail, and memos allow you to build and sustain relationships with your colleagues, so everything you write should represent your character and abilities fairly. So, your written letters and e-mail should be concise and specific.

Readers tend to look at letters, e-mail, and memos quickly, so you should use shorter paragraphs. In addition, think carefully about the reader and purpose of the communication — to whom are you writing, and what do you hope to accomplish?

With all the new technology of today, the golden age of handwritten letters may be past. And there are times when nothing but a mailed letter will do. Whether handwritten, printed, or typed, the standard letter format hasn't changed.

Personal Letters is sent from one individual to another individual or company in order to address matters of an informal nature. Examples of these can include; Congratulations; Appointment; Condolences; Invitation for visas overseas, Cover Letter/ A job Application Letter and resume. They differ from formal types in that they can be used to express personal feelings and depending on the relationship between the sender and receiver do not require formal concise language.

G. Feedback and Follow Up

You have finished to learn of unit 1 personal correspondence, congratulation on you successful to have work exercise : activity 1 to activity 7 .

The limited learning time, so you need more to take the time to practice making a personal letter

You can move to unit 2 Business Letter.



2. Business Letters

A. Objectives

By the end of the unit 2 Business Letters, participants are be able to compose:

1. Letter of Inquiry and Reply
2. Letters of Offer and Reply
3. Letters of Order and Reply
4. Letters of Confirmation and Execution of Order
5. Letters of Complaint (Claim Letters)
6. Letters of Apologies, Explanation, and Adjustment
7. Settlement of Accounts
8. Overdue Accounts, Request for Time to Pay.

B. Indicators

After participants complete the unit 1 and understand correctly the subject matter presented, you are able to achieve the objectives of it. The following are the indicators of unit 2 are able to :

1. Writing Letters of Inquiry and Reply
2. Writing Letters of Offer and Reply
3. Writing Letters of Order and Reply
4. Writing Letters of Confirmation and Execution of Order
5. Writing Letters of Complaint (Claim Letters)
6. Writing Letters of Apologies, Explanation, and Adjustment
7. Writing Settlement of Accounts
8. writing Collection Letters

C. Descriptions

Type of trade document according to the type of trade, different documents is used in home trade. Many kinds of letters and document in business are deeded. Here are some essensial letters use in business: letter of enquiry;.Quotation; Catalogue; Order; Invoice; . Advice note; Delivery note; Consignment note; The debit note; The credit note; Cheque/draft (Mode of payment), Receipt. and tatement of account.

(premlalcr.blogspot.com/.../unit-6-documents-of-tr.)

1. Inquiry Letter And Reply

Letter of inquiry is a document sent by the buyer to the seller, The purpose to find about the goods required, their availability, their prices, quantity and the terms of payment. In inquiries to foreign suppliers, state clearly what you want and ask for prices, discounts, terms of payment and the like; if asking for a quotation, make it clear if insurance and delivery is to be included. It is also important to ask about the length of time required for delivery:

Tips to write an inquiry letter

- a. Begin your letter by stating who you are and giving your status or position (such as student, researcher, interested consumer, etc.), and tell how you found out about the individual or entity that you are writing to.
- b. Make it as easy as possible for the person to respond to your request. This might mean offering to pay for any needed photocopies or mailing costs, or perhaps including a self-addressed, stamped envelope; necessary forms, questionnaires, or other documents; and so forth.
- c. Ccontact information so that the person can easily get in touch with you if necessary, such as your cell or home phone number or e-mail address.
- d. The date by which you need the information, services, etc. that you are requesting, and indicate that you await the reader's response.

Part of Letter of Inquiry

Opening

1. I am writing to inquiry/inquiry about/whether...
2. I am writing to you in connection with/with references to...
3. I was interested in your advertisement “...” and i would like to have further information about...
4. I should be grateful if you would send me details of...

Body

1. Could you please send me/let me know...?
2. I would be most grateful if you could send me...
3. I would be most grateful for your help...
4. We are interested in knowing more about...
5. I would like some information on about...
6. Could you please let me know...
7. Please send me a copy of your (current brochure and details of...)

Closing

1. I look forward hearing from you at your conference...
2. With our thanks in advance...
3. Thank you for your assistance in this matter
4. I would be grateful to receive any information you have as soon as possible
5. We look forward to receiving the information you can give us...
6. Please accept our thanks in advance

PERMATA RAJA

Jalan Gatot Subroto Km 22-23, Martapura, Kalimantan Selatan,

e-mail : permataraja@yahoo.com. <https://permataraja.com>

Ref. No: 11/Jwl

February 11th, 2016

Custom Jewelry Manufacture

24 Palm Avenue, Brimingham,

England, UK.

Gentlemen:

Our company is the large importer of jewelry in South Kalimantan, Indonesia. Recently, we saw a Custom Jewelry and believe some of the products mentioned would be useful to our.

We are most interested in your company's round product : earrings, bracelet, pendant, ring and necklaces template.

Please let us know how we can obtain these products here in Martapura, South Kalimantan, Indonesia.

Sincerely yours,

Arza Kawakibi

Arzaqullah Kawakibi

Marketing Manager

AK /sk

Reply Inquiry Letter

Reply query letter of prospective buyers, you should notice are:

- Express your appreciation for the person's interest.
- Personally respond to the inquiry. You might want to include with your response letter any brochures, catalogs, reports, or other helpful information available.
- Clearly describe any action you feel the person should take and the reason(s) for such a recommendation.
- The information about your organization, the products or services you sell, or the subject matter of the inquiry, beyond the scope of the original inquiry
- Close by saying that you would be happy to help the reader in the future if he/she needs further assistance or by wishing him/her well in his/her endeavor or project, etc.

The suggestion steps how to answer the mail requests from friends or customers, do the following steps :

- Say thank you for the attention to service, production, or both of them from your customers
- Immediately give information problems that customer's required and attach the information when necessary.
- Tell your customer if he/she needs more information about your company and said you are ready to help.
- Arrange simple sentences and completed the parts of your the letter.

Write An Inquiry Reply Letter

You must complete this letter below and draft the letter without any errors.

The following catch words will help you to write the draft easily in relating to the exercise above. Begin with the catch word listed, complete the letter in hand writing first then type it.

Perseroan Terbatas

Karya

Jalan

Jakarta.....

=====

November

Lembaga

Jalan

jakarta pusat

dear

we would.....ask.....

omputer.....handled by.....

thank you for yours

Yours

Harmersan.....

Chief.....

Mr/AR

Encosure :

Replying To Inquiry Using A Hanging Format.

On occasion you will see this form, but for all practical purposes it is seldom used. Its main advantage is that it calls attention to the body and each of the paragraphs. Spacing between the lines and sections is the same as in full block or semi block form. The following letter is a an inquiry reply written in hanging

paragraph style. The procedure to write a letter and arrange it in hanging paragraph is as follows :

- a. Read the draft carefully.
- b. Draft your letter on a plain paper
- c. When you have done the draft well, type it using a hanging paragraph style

PT Electronic Baru
Jalan Pangeran Mangkubuni No. 56
Magelang 58121

=====

October 10, 2015

Miss Rini Mintono
Jalan Komputer Baru No. 34
Yogyakarta 55243

Dear Miss,

**Thank you for your letter of 5th May 1987
asking details of our 3M diskette**

**We are enclosing some information about
Our new diskette produced by our firm.**

Your faithfully,

Kusumawati Dewi
Sales Manager

KD/EM

Enclosure

1. *The heading*
2. *The date line*
3. *Inside Address*
4. *Salutation*
5. *The body of a letter*
6. *The complimentary close*
7. *The sender's Job title*
8. *Initial*
9. *Enclosure*

Writing A Replay to An Inquiry

Study the following information and arrange your letter in hanging paragraph

Sender : PT Suara Kebangsaan
Jalan Sumpah Pemuda No. 56/B Surabaya 50133
Address : Mr. Hermawansyah
Jalan Panglima Sudirman No. 45 Jember 68100
Content : Panuri wanted to know some English Books and
cassettes. Need an information about its/
Direction : Use the above example as a pattern.

Completing An Inquiry Letter

a. Reading The Draft

The following letter is an incomplete inquiry. Try to find out the right answer from the four choices given to complete these incomplete exercises.

1. a. pelease

b. pleases

c. pleasing

d. please

2. a. send us

b. sen me

c. send me

d. sending us

3. a. adv.

b. adveitise

c. advertised

d. were advertised

4. a. particular

b. particularly

c. particulary

d. particularlay

5. a. in the 3M

b. of the 3M

c. for the 3M

d. on the 3M

6. a. Specialisein

b. specialisation in

c. special

d. specialize in

7. a. fait

b. faitfufly

c. faithfully

d. faith

b. The Choice you must pick out the right one.

First read the draft before completing the exercise.

You must pick out the one right choice and fill the blank to complete letter. Be careful to do this exercise.

In writing business letter, spelling word, term of business, sentences, punctuations, and form of letter or style should be noted before signing it. Complete the inquiry letter below. Be careful, you must complete without error any more.

The choice you must pick out the right one. The right word should be picked out to complete the letter.

**Rini Mintono
Jalan Komputer Baru No. 34
Yogyakarta 55245**

=====

October 8, 2015

**PT Electronic baru
Jalan Pulau Harapan No. 56
Magelang 56100**

Dear Sirs,

**Would you1....., 2.....
details of your new diskette system which..... 3.....
in the Sinar Pembaharuan yesterday.**

**I am4..... interested5.....of
diskettes that you..... 6.....**

Yours.....7

Rini Mintono

**Custom Jewellery Manufacture
24 Palm Avenue, Brimingham,
England, UK.**

Your ref: 11/jwl

February 14th,2016

PERMATA RAJA

Jalan Gatot Subroto Km 22-23,

Martapura, Kalimantan Selatan

Dear Sir,

Re. : Our Sales Representative Abroad

Thank you for your inquiry letter of 11th february 2016, and interested in our product.

As you request of the information our sales representation in Indonesia

To contact our representative, please contact to *Mrs Celia Gareth*, with the phone number 021 6667777, or by the address showroom Jalan Raya Pondok Indah, no H / 57, South Jakart. May be she will call you soon.

We are looking forward to your order . Ant I will pleasant to have serving the goods you need.

Yours faithfully,

Gordon Smith

Marketing Manager

2. Offer Letter

Offer letter or Sales letter is a piece which is designed to persuade the reader to purchase a particular product or service in the absence of a salesmen. It has been defined as "A form of direct mail in which an advertiser sends a letter to a potential customer." It is distinct from other direct mail techniques, such as the distribution of leaflets and catalogues, as the sales letter typically sells a single product or product line, and further tends to be mainly textual as opposed to graphics-based. It is typically used for products or services which, due to their price, are a considered purchase at medium or high value (typically tens to thousands of dollars).

The message of the sales letter, however, describes the quantity, the quality, the price of the merchandise or goods, the specification of goods, the term of business such as terms of payment, discount and terms of delivery.

3. Confirmation And Execution Of Order

Order Letter is a letter of order is a document that confirms the details of a purchase of goods or services from one party to another. It usually includes more information about what you are ordering, like quantity, model number, or color, the payment terms, and the manner in which the products are to be shipped. When the recipient receives this letter, they will process the order and send the merchandise.

a. Order Letter

There are two ways to make an order letter, with using the form and without the form.

1) The Order Form

A **purchase order (PO)** is a commercial document and first official offer issued by a buyer to a seller, indicating types, quantities, and agreed prices for products or services. It is used to control the purchasing of products and services from external suppliers

Example Form Order

Look a few second at the the Order Form before compleling it.

ORDER FORM			
Order No. :			
Date			
Customer :	Authorized		
Quantity	Items Description	Cat No	Price
1.....			Rp.....
2.....			Rp.....
3.....			Rp.....
4.....			Rp.....
Sub Total			Rp.....
Discount			Rp
Comment :			

2) The Order Letter

An Order Letter should be drafted very carefully such as product specifications, quantities, price agreed upon, delivery date, late delivery clauses, terms of payment, insurance transportation, etc.

The letter orders can be categorized in three parts, there are:

a) Information about the items being ordered, Information include:

Product name, Brand name, Quantity, Catalog number, Model number, Color, Size, Weight and Unit price

b) Information relating to shipping; Shipping information is very important. In absence of shipping information, there can arise misunderstanding between buyer and seller. Shipping information may include: Desired receipt date; Desired shipping location; and Mode of shipping (rail, road, or waterways).

c) Information relating to payment. Mode of payment of prices for the ordered items must be clearly indicated. Payment information include: mode of payment cash, cheque, draft etc and payment data.

b. Placing, Refusing and Executing an Order

When a customer needs goods or services, he may write an order letter, order form or make a telephone call to his supplier. When an order is placed by telephone, it must be confirmed immediately in writing. Why? Because the buyer and the seller does not want misunderstanding.

Several decisions in reply to buyers order, that are . The Cancellation of Order ; The Refusing of order and The of acknowledgment order

c. Reply to Order Together With Invoice

When business transaction is based on credit agreement, the seller usually sends an invoice to the customer or buyer. Retail trade transactions, however, do not use invoices, because they are usually based on cash. Otherwise, the wholesaler as well as the foreign trade needs invoice.

An invoice is an instrument prepared by a seller of goods or services and rendered to the buyer. The instrument usually lists all items making up the bill for the convenience of the buyer, and to prevent disagreements, the amount is stated on the instrument.

In addition, an invoice is used for filing records and an instrument for payment from the buyer/customer. It is also give specific information about the goods which have been bought or sold. In fact, an invoice is used to inform the customer or the buyer of the amount due; tel the customer that the goods have been debt vered; register the purehase in the day book.

Sometimes the customer wants to know what the charges will be, or if they want to pay before receiving the goods they ordered. In this case, the supplier sends a pro forma invoice.

A pro forma invoice is exact copy the original invoice, but the words pro forma must be typed or stamped on it. An invoice gives the customer details of what they have bought, how much the items are, and the discount allowed. All the aspects of the transaction are written on a form called an invoice form.

d. Debit and Credit Note

Debit notes are generally used in business-to-business transactions. Such transactions often involve an extension of credit, meaning that a vendor would send a shipment of goods to a company before the goods have been paid for. Although real goods are changing hands, until an actual invoice is issued, real money is not. Rather, debits and credits are being logged in an accounting system to keep track of inventories shipped and payments owed.

A debit note is easy to define as an undercharged amount of accounting. It will be happened, when the supplier have made a mistake in their calculation or have undercharged their customer, under the circumstances, the supplier has the right to correct the accounting error by sending a letter of adjustment accompanied by a debit note. Meanwhile, when you are

going to write a debit note, you must understand the exact accounting errors.

A transaction that reduces amounts receivable from a customer is a credit memo. For eg. The customer could return damaged goods. A debit memo is a transaction that reduces Amounts Payable to a vendor because; you send damaged goods back to your vendor.

Credit memo request is a sales document used in complaints processing to request a credit memo for a customer. If the price calculated for the customer is too high, for example, because the wrong scale prices were used or a discount was forgotten, you can create a credit memo request. The credit memo request is blocked for further processing so that it can be checked. If the request is approved, you can remove the block. The system uses the credit memo request to create a credit memo.

DEBIT NOTE

1. Heading :

2. Debit Note :

3. Date :

4. Customer Add

5. Description of Undercharge:

Ref	Order	Description	Amount
.....			
.....			
.....			
.....			

Thank you

Authorized by

CREDIT NOTE

1. Heading :
2. Debit Note :
3. Date :
4. Customer Add
5. Description of overcharge:

Ref	Order	Description	Amount
.....			
.....			
.....			
.....			

Thank you

Authorized by

4. Complaint and Adjustment Letter

Letters about claims or adjustments are written when service is unsatisfactory. If letters are not answered promptly, when orders arrive late, merchandise is damaged, or other problems arise in the course of business. How these letters are written-the tone, they take and the statements they make-often goes far to bring about a favorable or unfavorable-response. Equally important, the letters replying to such complaints have far-reaching effects beyond the immediate adjustment.

There are various reasons why a complaint letter is written, there are:

- a. The wrong goods may have been sent by the supplier;
- b. The quality of the goods may not be satisfactory;
- c. The quantity of goods is incorrect
- d. The goods are damaged when delivered
- e. The delivery or arrival of the goods is delayed
- f. The price charged may not be the same as you agreed to pay

To arrange the message of complaint, so that it has the right tone and is polite. These rules should be followed when you write a complaint

- a. write your letter without delay;
- b. think that the supplier will reply to the problem of your complaint positively;
- c. put away any assumption that the supplier will reject the complaint, so the statement must be polite;
- d. avoid rudeness so as not to create ill-feeling.

The following suggestions may help you to plan and to create the right message when making a complaint.

- a. write your letter of complain without delay.
- b. describe the number, the date of the order,
- c. identify the goods you are complaining about;
- d. give the reasons for your complaint;
- e. refer to the inconvenience caused;
- f. suggest how the complaint should put right.

5. Adjustmen of Complaint (Reply of Complaint)

In dealing with a complaint letter, we should be carefully. Useful Expressions to:

⇒ Acknowledging receipt of a complaint letter

- Thank you for your letter of ... regarding / concerning / in connection with ...
- I refer to your letter of ... about / relating to ...

⇒ Apology for the error or fault (Apologies Letter)

- We must apologise for ...
- We sincerely apologise for ...
- Please accept our apologies for ...
- I would like to apologise for the error made by our company in (verb+ing)

⇒ Accepting the Complaint

We agree that the usual high standards of our products / services were not met in this instance.

A short explanation of the fault

⇒ Introductory phrase

As a result of our investigation, we found that... (Not: After our investigation...)

⇒ Causes

- The error was caused by ... / was due to ...
- Apparently, the problem was the result of ... / resulted from ...
- The cause of / reason for the mistake was ...

⇒ Effects

- As a result ...
- This led to ...
- Consequently ...

⇒ Solutions

- We have modified / changed our ...
- We have implemented a system to...
- To prevent re-occurrences we have set up a verification procedure.

⇒ Assurances

We assure you that this will not happen again.

Investigation to be made

- We are currently investigating the cause of ...
- We will investigate the cause of...
- Proposal to settle the difficulty
- As a gesture of our regret, we are prepared to .../ we are willing to .../ we would like to ...
- To show goodwill, we will ...
- An offer to take goods back, make a replacement, give a discount etc.

- We have dispatched the new items by express courier. They should arrive by Monday, 14 March 2016.
- To show our goodwill, we would like to offer you a 5% discount on your next order with us.
- Regret at dissatisfaction
- While we can understand your frustration, ...
- We understand how disappointing it can be when your expectations are not met.
- Rejecting responsibility for the problem leading to the complaint
- I regret to inform you that ...
- I am afraid that ...
- Unfortunately, I must point out that ...

Reasons for the rejection

- This is because the guarantee period has expired.
- This is due to the fact that the guarantee period has expired.
- If a third party (another person or organisation) is to blame, direct the complainer to that party
- We therefore suggest that you contact...
- A concluding paragraph aiming at retaining the goodwill of the customer
- We look forward to receiving your further orders, and assure you that they will be filled correctly / promptly.

6. Collection Letter

Commonly, business is carried out on a credit basis today. Especially in large businesses. In fact, many customers or buyers do not pay their bills in time according to the term of business agreed to by both parties. Why does it happen? Some reasons for example are slump in trade situation; locked up capital or there a dispute over the balance owing.

What does the seller do, when the customer does not make payment? In these circumstances, the businessman has to write a letter to the customer, reminding him or her to make payment. The letter is called a collection letter of payment.

The purpose of writing a collection letter is to receive payment. In this case, collection must be handled objectively and automatically, so the goal of a collection letter is to achieve payment.

The three steps of collection letters generally use in business are by phone or memo. The first reminder, the second the letter of collection, and last is ultimatum strategy, there are:

- a. the first reminder should not only bear a friendly tone, but also appear to be just a statement of account. Shortly, such a letter will serve as a simple but effective reminder.
- b. The second reminder is stronger than the first. Finally, if there is not any reaction from the customer.
- c. The last collection letter should be written in the strongest tones. Whatever collection is done, every case, the writer should include copies of relevant invoice, statements or other resources. and refer to the statements and previous.

D. Learning Activities

In unit 2 you will study a business letter, this unit consists of 6 types of business letters are letters, the inquiry letter, sales letter, order letter, complaint letter, adjustment letter and collection letter.

1. The participant is divided into two groups. The participant with even numbered as a buyer and the odd one as a seller
2. Each participant read the modul unit 2, if you have problem to understand of content, you can ask your pair or your mentor.
3. The target in this unit, you will be able to write and type letter of business letters.

4. When you type letters, you must be:
 - Arrange the letter in an appropriate style
 - Correct spelling, grammatical, and punctuation

E. Exercises

1. Find Out Parts of An Inquiry

The following information has all the parts of a letter. Find them out, and then rearrange them as a draft on a post card. To be able to find the parts of the draft more easily, follow the procedure below to finish this exercise:

- a. Read the draft carefully
- b. Pick out the correct parts of the letter from the draft.
- c. Type your draft correctly.
- d. Write your letter on a piece of a plain paper with long hand
- e. Give it to your instructor to be corrected.

2. Answering A Customer's Inquiry

Write a reply to this letter of inquiry above using this procedure.

- a. Study this inquiry carefully
- b. Study the terms and then translate the term in Bahasa Indonesia
- c. Write your own answer in hanging paragraph style.

3. Choose Parts of The Letter

The following draft has parts of a complete letter, but there are many spelling mistakes. Check the spelling mistake, then write the correct words. Finally, you must write the draft in block layout on plain paper. Change the drafts to your friend and ask him or her to type it.

4. Order Letter and The Answer

Study the following letters carefully and pay attention to how business uses an inquiry letter, an offer letter and an order letter. The topic is about hand made batik and printed batik. Two companies in Kuala Lumpur and Indonesia engage business communications. Both of them are managing batik. Actually batik is the famous special commodity in business today.

Both companies were sell and buy batik cloth because at that moment the trade commodities are being sold in good condation. This inquiry was written by Malay Batik Limited, Kuala Lumpur Malaysia . The company wants to buy new Batik designs He sends a letter to Batik Semar in Indonesia. Here is the letter. The communication between the two companies about their business transacation are listed as the following exercises.

Malay Batik Ltd
Johor Baru Rood No. 56 KUALA LUMPUR

=====

22 November 1992

Batik Semar Tradisional
Jalan Purwanegaran No. 345
Surakarta, 57100

Dear Sir,

Would you please send us your new Batik designs and price list quoting f.o.b. prices, Kuala Lumpur Malaysia. Thank you,

Yours faithfully,
Mohatnad Sidik/ Director

5. Completing Order

Complete this letter by picking out the answer list. When you have completed the exeercie , rewrite it on plain paper then type it. The out put is a mailable typing letter. the suitable words taken from this exercise in the Box 6 , rewrite your draft The out put is a mailable typing letter.

.....1.....
Jalan Gunung Sebedanga N. 137
Pontianak, Kalimantan Barat
78115

=====

.....2.....Rosa Electronic
Comuter Centre
Jalan Sersan Ali Hanallah No.
150 Palembang, Sumsel 30116

.....3.....

Would4.....Not later
Than 29 Nov 2015,

.....5.....EEC 649 KB

- a. copy of cheque
- b. cover the payment
- c. Buaya Jaya Electronic Ltd.
- d. enclosing
- e. you please send us
- f. November 25, 1992
- g. faithfully
- h. dear sirs
- i. sales manager
- j. three computers

6. The Achievement Test

In order to measure the achievement of the learning material absorption capability of the Unit 11, here are the problems such as inquiry and order

7. Exercise 1 Letter Ordering Tape Recorder

Letter of order usually is simple. The writer describes the article or goods which he/she is going to buy. This order letter describes the name of a tape of recorder, the price and the term of delivery.

The customer also encloses information and a cheque for the payment of a tape recorder. Study the following letter. It is typed in block style with closed punctuation. Change it into semi block with open punctuation. Trainees have to complete perfectly.

Problem Inquiry and Order.

Asmarini Jalan Taman Teratai No. 356 Banjarmasin, 70116. On the 13rd November 2015 wanted to buy on tape recorder Sony Made. The type or the tape recorder is P4OX.

She requested that the recorder should be sent without delay on the 20th November. She enclosed a copy of cheque for Rp.1.500.000.. This sum is for the payment of the recorder. Sony office is Sony Electronic Ltd. Jalan H. Sulaiman No. 140, Banjarmasin 70234

Related Asmarini mail, Sony replied on pon 15th November 2015. He said that the new price of the recorder is Rp 1.750.000 plus 10% delivery cost.

Using the information above mentioned, your jobs are :

- a. Composing the inquiry and the answer.
- b. The style is full block with open punctuation.

8. Exercise 2 Letter Answering an Order

Rewrite the following parts of letter in indented style with closed punctuation from the following information. This exercise has many spelling and gramatical mistakes. You must be careful, so that your letter does not have any mistakes.

- a. Sony Electronic Ltd, Jalan Supomo SH No. 34, Tebet Timur Dalam, Jakarta Selatan , 18570,
- b. 11 th Nopember 2015.
- c. Mr. Hardyanto Trimono, Jalan Taman Teratai No. 356, Banjarmasin, 70117.
- d. Dear Sir,
- e. We thank you for our later of 9 th November 2015 asking for the news record produced by our finna
- f. We are sending our letter booklet. On page 10, you will saw that the price is Rp 1. 200.000,00 plus 15% delivery cost.
- g. We suggest you to contact our brench in Banjarmasin. The addresses is Jalan H. Sulaeman No. 146, Banjarmasin.
- h. We was sure that you will place your order soon and thanks
- i. Your faithfully,
- j. Sutarmono, Sales Manager

When this exercise has been done, continue doing the following exercise.

- a. Please cheque if there are any mistakes and correct them.
- b. Make a list of the spelling mistakes and your corrections. Index your list.
- c. Make 10 questions from the letter and answer it.
- d. Answer this letter. Take a part as Haijanto who wants to order the radio tape. Your style is hanging paragraph with closed punctuation.
- e. You must type the letter.

9. Compare the letter A with the letter

Generally a company puts an advertisement in the daily paper or TV about the type of his business activities and his products . On the basis of advertistmen, a prospective buyer sends a letter to the company, if he/she interssted in the product or wants to join business.

The following two letters are inquiry. Read the two inquiry letters carefully..
Compare both of them. Answer these questions.

Read again the two letters very carefully and answer these questions according to Letter A and Letter B. Letter B is the reply of letter A

A	B
Mrs. Sudarmini, Jalan Kketintang No.12 Surabaya	Drs. Wijaya Prkasa, Jalan Gunung Willis No. 48 Malang
=====	=====
November 14, 2015	November 16, 2015
Drs. Wijaya Prkasa, Jalan Gunung Willis No. 48 Malang	Mrs. Sudarmini, Jalan Kketintang No.12 Surabaya
Dear Sirs:	Dear Mrs.
I saw your advertisement in the Suara Pembaharuan and I would be glad if you would send me a copy of your catalog and the new price list.	Thank You for your letter of 14 th October. I enclose our catalogue and price list of our new publication requested
Yours sincerely	
Sudaramini	Yours faithfully Drs. Wijaya Prkasa/Manager

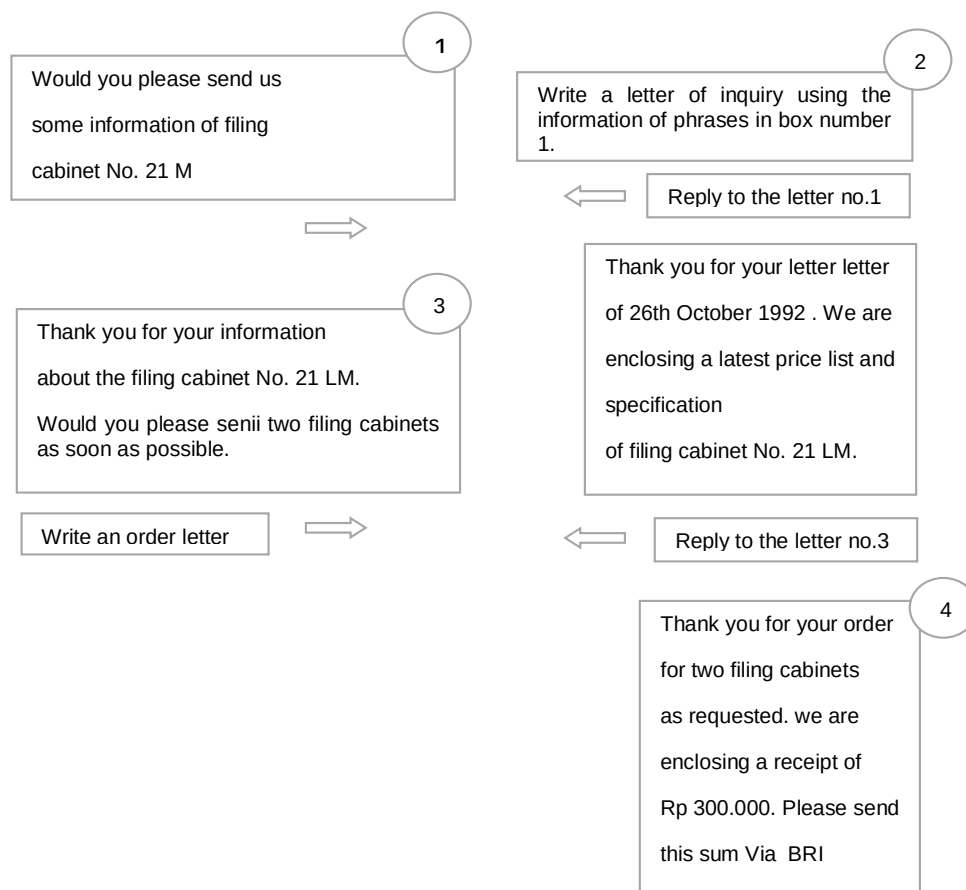
Do you have any difficulties understanding the two letters? Well, answer these questions very carefully.

- Who wrote letter A and letter B?
- When did the two letters write?
- Are the senders of the two letters in the same location?
- What kind of business does Mr Wijaya?
- Is Sudaramini a business woman?
- Why does Sudaramini write a letter to Mr Wijaya?
- What is advertisement?
- Where does the advertisement run?

- i. What is the main purpose of letter A and B?
- j. Explain what is catalog?
- k. Can you explain the purpose of price list publication?
- l. What is the different salutation dan complimentary close of
- m. the two letter?
- n. How many items did Mr Wijaya send to Sudarmini ?

10. Items For Practice Exercise 1

The following phrases are the keys and you must continue to write the complete letter. Your target is to write and type letters on a plain paper.



Note :

What are you going to execute the exercises. You may change the phrases if you like. But you do not change the purpose of every letter.

Write your answer exercise

- a. No. 1 in full block style
- b. No. 2 in block Style
- c. No. 3 in semi block.
- d. No. 4 in hanging paragraph.style.

11. Items For Practice Exercise 2

Arrange each of the following phrases into the correct one, then write your answer in a the appropriate box.

- a. Arrange the correct phrases.

Parts of a letter : The incorrect phrases		The correct phrases
Heading	: Jalan Pasar Besar Los : No. 36 C, Surabaya 57100 : Tirta Perseroan : Terbatas	
Date 1	: 992/Apr/15	
Inside address	: PT Electronic Sumber Tirta Purwadadi 58100 Jalan Raya Kedung Ombo No. 67B	
Salutation	: sirs Dear	

12. Items For Practice Exercise 3

Arrange a letter using the exercises No. 1 up to 12

1. writing - we in - are - with – connection

2. no.394- order - our - for - 50-jet pumps - Panasonic

3. half-months - as- now - it is - more - one - than- and

4. items - this - for

5. would - we - grateful – be

6. if- could - you- of - the- delivery – arrange

7. the - pumps - as - jet- soon - possible – as

8. appropriate - we - it – also

9. you - if - could - let - exactly – know

10. when - will - the pumps - at - arrive - address - out

11. look - we - to forward the - receiving - pumps

12. delay- your - without - faithfully

13. Kusuma - Manager - sales - Teja

13. Practice Exercise 4

Rewrite a Semi Block Letter

Rewrite the following message into semi block. If there are any mistakes correct them. Your target is a mailable letter.

1. perseroan terbatas Sumber Tirta, jalan pasar besar los no. 36c surakarta 57100
2. appril, 15, 1992.
3. PT Electronic Sumber Tirta, Jalan Raya kedung Ombo No. 67B, purwadadi 58100
4. Dear Sirs, we are writting in conection with our order No. 394 for 50 Panasonic Jet Pumps, sice we opened a letter of credit (L/C) for this items. We sould be grateful if you could arrange the delivery of the jep pumps as son as posible.
5. We also apreiciate it if you cold let us know exakly when the pumps eil arrive at our adress. We look forward to receiving the pumptps wotout deley.
6. Yours faithfully, Teja Kusuma, Sales Manager, Te/Wm, Enclosure a copy of invoice.

14. Complaint Concerning Undelivered Order.

a. Read The Situation

Saraswati Vocational Secretarial College at Singaraja Bali ordered 100 Secretarial books from Gramedia Jakarta on the 5th November 2015. But, the books did not arrive until 15th November 2015. On 20 November 2015 Saraswati wrote a letter of complaint.

b. The Element Of The Letter.

on 5 th November 2015 1992 ordered 100 copies of the book and sent a cheque for Rp 1.000.000,00 in payment for them the books were required for a college session beginning on 10 th july 2015, but untl 24 agust they had not received the book. Sararswati wants to know what happened with the delivery of these books.

c. Writing a Complaint

Arrange the letter of complaint by using the following information and punctuate it where necessary. You should proofread draft, so in the end you have successfully gained the right to complaint .

*The inside
Address*

*The third
paragraph*

The closing

The date

Salutation :

The first paragraph

Heading

Second

1. toko buku gramedia jalan matraman raya no. 42-44 Jakarta timur 14140
2. we would be glad if you will look into the matter urgently and let know when the book may arrive at our address. thank you.
3. Your faithfully, Ni. Ida Ayu Pidada
4. 20 November 2015
5. Dear Sirs
6. On 5th of November 2015 we ordered 100 copies of "secretarial practice", a book by drs e. martono and enclosed a cheque for Rp. 700.000.000 in payment.
7. saraswati secretarial practice college jalan tukat gerinding no. 892A denpasar, bali 80225
8. as we requested, this book would be needed for to the college session beginning on 10th august1992. but, they did not arrive on time.

15. . Relocated Part of Complaint Letter

Rewrite this complaint letter by arranging the pharses in the right order and then type it.

a we did not receive them until yesterday.

b Cosmatic Sari Wangi Ltd179 Gatot Subroto Road Tower AyuJakarta Selatan, 12872

c Subject Cocmetic Product

d Otherwise we shall have no option but to cancel it

i We are very unhappy with this delay delivery.

i November 30, 2015

k RatihSetyawati Cossmotic Herbal Shop 121A Orchid Road Taman Anggrek. Jakarta 12890

l Dear Sirs

m We must ask you to complete the order immediately

e and obtain the stationery elsewhere

f products we ordered from you on 22 November 2015

g We regret to have to complaint about late delivery of cosmetic

h Although you had given us guarantee in delivery within one weeks,

n This delay and await your prompt reply

o We feel there must be. Some explanation for

p Your faithfully Ratih Setyawati Manager

1. The answers are sorted according to the section parts of the letter

1 = ---- -2 = ---- -3 = ---- -4 = ---- -5 = ---- 6 = ---- -7 = ---- 8 = ----
 9 = ---- 10 = ---- 11 = ---- 12 = ---- 13 = ---- 14 = ---- 15 = ---- 16 = ----

2. Your Complete Answer Here

Ratih Setyawati Cossmotic Herbal Shop
 121A Orchid Road Taman Anggrek
 Jakarta Utara . 12790

=====

November 30, 2015

Cosmatic Sari Wangi Ltd
 179 Gatot Subroto Road Tower Ayu
 Jakarta Selatan, 12872

Dear Sirs,

Subject: **Cocmetic Product**

We regret to have to complaint about late delivery of cosmetic products we ordered from you on 22 November 2015. Although you had given us guarantee in delivery within one weeks, we did not receive them until yesterday.

We are very unhappy with this delay delivery. We must ask you to complete the order immediately, otherwise we shall have no option but to cancel it and obtain the item elsewhere.

We feel there must be some explanation for this delay and await your prompt reply.

Yours faithfully,

Ratih Setyawati
Manager

RS/EM

Eclosure : Copy of order.

16. Adjustment Of Damaged Goods

The following adjustment letter is incomplete one. Study it carefully. You may draw your attention about the complete parts of adjustment letter.

Modern Jati Graving And
Furniture Jalan Bulu Sidokare
No.268 Sidoarjo, Jawa Timur
61216

Vocational School and
College Bank Jalan Bratang
Binangun No. 359
Surabaya, Jawa Timur
60284

25 September 2015, Dear Sirs,

We are very sorry you have
received ten damaged chairs.

Thank you for your letter of 20
November 2015
concerning our consignment for
30 office desks

Furthermore, we want to
send ten new office chairs as
replacements for the broken
chairs immediately

Today we are sending our
best carpenter to put the ten
keys on the office desks and
he will also take the broken
chairs back

We hope that these replace-
ments are satisfactory to you.
Yours faithfully, Moch Sukri
Sales Manager

Read parts of a letter published in the 8 boxes above mention. . Your task is to compose a letter of adjustment . The parts of the letter above mention will help you to execute your job. Go ahead.

17. Mispacked Goods Exercise 1

Put In order the phrases Parts Of The Letter In The Appropriate Box

1. Yours faithfully, Martha Tan, The Head-master
2. The ten Elektrik Sewing Machines No. 69 were classified as useless articles,
3. Please send ten new Electric Sewing machines No. 96
4. Jentera Cakra Elektrik Sewing Machines, Jalan Sutan Badaruddin
5. No 129 D Bandar Lampung, Sumatera Selatan 35152

6. as the replacement for the useless articles the damage to these articles, actually happened
7. looking forward to receiving the new consignment very early
8. because the generator does not work and the wheels were badly damaged.
9. unfortunately, ten of them were found to be electric Sewing
10. Machine No.96, instead of No. 69.
11. Lembaga Kejuruan Industri Pariwisata, Jalan Paseban Muara Jaya
No.49D, Kotabumi, Lampung 34518
12. owing to bad packing the cases were totally broken and they were not
13. handled carefully.
14. Dear Sirs,
15. 25 October 1992
16. we have today recieved the consignment of 100 Electrië Sewing
17. Machines SN 96.

Your Answer Here

1 = 9 =

2 = 10 =

3 = 11 =

4 = 12 =

5 = 13 =

6 = 14 =

7 = 15 =

8 = 16 =

17 =

Put Your Answer in The Box

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15

The following adjustment letter is the result. Adjust with the results of your work.

Lembaga Kejuruan Industri Pariwisata

Jalan Paseban Muara Jaya No. 49D

Kotabumi, Lampung 34518

=====

25 Oktober 1992

Jentera Cakra Electric Sewing Machines
Jalan Sutan Badaruddin No. 129 D
Bandaran Lamnpung, Lampung 35152

Dear Sirs,

We have today received a consignment of 100 Electric Sewing Mechines SN 96. We are very satisfied with the quality of SN 96 electric sewing machines. Unfortunately, ten of them were found take the Electric Sewing Machine No.69 , instead of No. 96.

The ten Electric Sewing Manchines No.69 were clasified as useless articles, because the generator did not work and the wheels were badly damaged.

The damage to these articles, actually was hap-pened owing to bad packing cases were totally broken and they were not handed carrefully

We are glad if you would send the ten new Electric Sewing machines No. 96 the replacement for the useless articlles.Looking foward to receiving the new consignment very early.

Your truly.

Martha Tan
Sales Manager

TN/KN

Enclosure: 1

18. How To Create An Adjustment Order Letter

a. The Case Situation

On 16 of May 1994 SIMCO sent a letter to MSSTL and he also encloses an invoice for Rp 75.500.000. But on 18 May 1994 he realizes that the amount of this invoice has undercharged the customer by of Rp 7.500.000. Why did it happen? Because the supplier did not charge 10% tax.

So, he must inform his customer that he has made a calculating error. That is why, he writes an adjustment letter with a debit note as an instrument to correct the error. Can you describe the elements of this letter?

b. The Elements

In relation to the situation above, the elements of the letter can be illustrated below.

- 1) Invoice No. 696 of Rp 7.500.000,00
- 2) the undercharged amount of invoice No. 696 for Rp 7.500.000,
- 3) apologizing for the error and hoping for an early reply.

c. Arranging Parts of A Letter To be A letter

- a. Thank you. 18 May 2015
- b. Naigago Saisom Special Watch Ltd.
Jalan Walanda Maramis No. 498C,
Menado, Sulawesi Utara 95123
- c. Dj/Em,
- d. Drs. Djuhaini Harndi, Accounting Manager
- e. Saibago Intersio Metro and Co. Jalan Alun-alun Pucang
Renenggo No.98 A, Surabaya, Jawa Timur 60282
- f. Your faithfully,
- g. Please could you send us the balance of Rp 7.500.000. We
are sorry to trouble you over this error.
- h. We would like to apologize for the mistake in our invoice No.
696 dated 14 May 2015 which was due to over sight.
- i. The copy of the invoice is sent to you for the purpose of
matching it with your accounting note.
- j. Dear Sirs
- k. Enclosure: A debit note

d. Copying and Changing A Letter Into Indented Style

Here are the direction that you must follow to do this exercise.

- 1) Read the following, letter carefully.
- 2) Study the style of this letter.
- 3) Retype the letter into semi Hanging Paragraph Style..
- 4) Underline the nouns in every part of this letter.
- 5) Index all nouns you have underlined.
- 6) Translate the nouns into Bahasa Indonesia.
- 7) Type the letter and pay attention the style of the letter.

e. Correcting The Result

- 1) If you have done well in exercise 17.4/2 the result will be exactly the same or almost the same as the draft below, although the draft is actually still a rough draft.
- 2) As you can see, the draft was written without capital letter. That is why, you must rewrite it again correctly. Put capital letter where necessary.

f. The draft of the letter is many typing errors.

The draft of the letter has 10 part of the letter. They are

1. Heading
2. Date line
3. Inside address
4. Salutation
5. Body of the letter two paragraphs
6. Complimentary close
7. Name's of the sender
8. Position rank in organization
9. Initial
10. Enclosure.

Pay attention to the following draft results.

aibo interio metro and co. Joon olun-alun pucang renenggo no. 98a suraboya, iowa timur 60282	
=====	
18 may 1994	
naigago saisoro special watch ltd jalan walanda maramis No. 498 menado, sulawesi utara 95123	
dear sirs,	
we would like to apologize for the mistake, in our invoice No.696 dated 14 May 1992 which was due to an over sight, the copy of the invoice is sent to you for the purpose of matching it with your accounting note.	
please could you send us the balance of Rp 7.500.000. we are sorry to trouble you over this error. thank you.	
your faithfully,	
drs. d:juhaini haindi accounting manager	
dj/em	
enclosure: a debit note	

F. Summary

1. Letter of inquiry

Well, commerce occurred between prospective buyers with sellers. The letter is one means of business /ventures. Prospective buyers sent a letter to the seller. The letter was called Inquiry letter So, a letter of inquiry is a letter of prospective buyers to request information about goods to be purchased. Related information is called inquiry. Letter of inquiry generally include information about: sample, prices or price list, quotation, terms of payment, terms of delivery, method of dispatch or transportation. Business transportation for example car, truck, air, air plane, an ship.

2. Order Letter is to accomplishing the objective of making a purchase. The load of contain of . Order Letter is what the item is, the terms of the purchase and any specific shipping instructions. A simple outline will get you organized. How to the writer organized Begin by creating a list of points that your letter will address and put them in the sequential order that will best help your reader

comprehend your order. try writing your draft quickly and then read it out loud. Concentrate on communicating your objective to your reader. Make sure that the scope of your letter contains all the relevant information included in your organizational list.

3. A letter of inquiry serves to facilitate business operations and satisfaction of the sender. The objectives of Inquiry letters is to remove any misunderstanding between buyer and seller. especially when two parties want to reach an understanding. The buyer and seller must have to execute business without any delay..
4. There are some other terms which represent the letters; these are Letter of Intent, Letter of Interest, Query letter, Prospecting Letter, Pre-proposal Letter and Concept Paper. Actually, inquiry in business means 'Cover Letter', 'Business Letter', 'Request Letter' and 'Sales Letter' is also applied to an inquiry letter especially when the objective is same as that of letter for inquiry.
5. A letter of order is a document that confirms the details of a purchase of goods or services from one party to another. It usually includes more information about what you are ordering, like quantity, model number, or color, the payment terms, and the manner in which the products are to be shipped. When the recipient receives this letter, they will process the order and send the merchandise.
6. An "Order" is an expense for the person placing the order and an income for the one getting it. An Order Letter is the one that is written by the person/company placing the request of purchase from another company. This letter comes into action only when a detailed study of the desired product has been done in the market and based on promised service, quality and price of the product, a decision for a purchase has been made. Order letter should have details such as product specifications, quantities, price agreed upon, delivery date, late delivery clauses, etc. It should be addressed to the person responsible for the execution of the order with a copy to the head of department.
7. Refusal An Order
There are many kinds of reasons for a firm refusing an order. Actually, writing a refusal letter is more difficult than canceling an order. As a consequence, whatever your reasons are, you must be polite in tone, because rejections and refusals have a negative tone. So that, the writer has to create his letter carefully.

8. Often times, business transaction met unhappy condition. Its because some thing were happened. For example, unhappy because traffic jams, delay arrival merchandise, damaging the goods, quality of goods did not meet the order, delay in executing payment. and many reasons. The manager who responsible to be decided the issue of case, he must write a reply of complain or write adjustment letter in polite manner. It means manager responsibility to respond to these letters or emails in a professional, organized, and timely manner.

9. Order mean instruction to any one to do something , In a commercial transaction, order has special aspect in business. So every transaction in business gerelally followed by order. Company without transaction or order is illness company. Document of order is the soul of the company. Every single order must be executed soon. Businees consume a lot of time to do. It means most of business transaction neets document. Modern business is concerned with the practical efficiency. As a result, transactions business changing into a form letter forms, even simply by phone or email

10. Quotation

Quotation is sent by the seller to the buyer in reply of the letter of inquiry. It provides all the relevant information required by the buyer which has been mentioned in the letter of enquiry. It shows the types of goods, their brands, their respective prices, the terms of delivery, the terms of payment, etc

11. Catalogue, Sometimes, instead of sending a quotation, the seller may send a catalogue to the buyers containing detailed and classified information of the various types of goods offered for sale. It is similar to quotation but prices are not quoted there in. It can be used as an advertisement medium.

12. Invoice is sent by the seller to the buyer to inform the buyer about the amount due on the goods supplied, stating also the type, quantity, price and terms of payment. It is used for the goods sold on credit, It is a very important document used for accounting entries.

13. Debit Note

A debit note is an undercharged amount of accounting. It will be happened, when the supplier have made a mistake in their calculation or have undercharged their customer. Debit note is written on a debit note form. So, debit note form or supplementary invoice is sent to notify the customer,

because a mistake might have been made in a quotation. Or when the invoice was worked out a mistake was made in the calculation.

14. Credit Note

The opposite of debit note is credit note. Credit note or credit memo request is a sales document used in complaints processing to request a credit memo for a customer. If the price calculated for the customer is too high, for example, because the wrong scale prices were happened . . Credit note form is similar to the form of debit note. The difference lies in the item description. On debit note description is undercharge, but on credit note description is overcharge.

15. Statement Note

Further more, when goods are sold by the seller on credit, the seller issues a statement. Usually the statement is issued and given to the buyer at the end of the month (or some other set period). The items of statement form are similar in general.

16. Items of Debit Note, Credit Note, and Statemen Form

Debit Note and Credit Note form are similar in items on it. The five items of them are heading, number of debit note/credit note, date issued, customer address, and the description of items. The difference of debit note and credit note form lies the term of undercharge and overcharge. While the six parts of statement are. the title of statement; period of information; number of account; date of statement; Customer address; and description of items.

17. The primary goal of business transaction is to make a profit, but many reason happened the debtors do not pay their account. Actually a collection letter serves you two primary purposes :

- First it helps you in recovering delinquent past due accounts and settling old debts.
- Second they help in retaining the goodwill of your customer without getting into direct confrontation with them.

G. Feedback and Follow Up

1. The Third Reminder

Case Situation

The second reminder for Rp 30.000.000,00 was sent by Mega Data Electronica on 20 August 1992. Otherwise, centre of Solonese Modem Fashion still has no response to the second reminder. The third reminder is sent a week after the second one went out.

The Elements

Mega Data Electronica creates the third reminder and the explanation below shows you the elements of his letter, namely

- a. the reason why the client does not answer the second reminder.
- b. the remittance is delay for more than a month.
- c. hoping for an explanation at once.

The Draft

Draft the third reminder in a stronger tone than the first and the second reminder. It is also designed simply. How do you complete the exercise? Follow the steps here:

- Rearrange the sentences below,so you get good sentences or phrases.
- After finishing the draft, change your draft to your friend to evaluate.
- Now you may start

Please complete the box one by one. The importance thing is the exercise should be in correct one. Spellig, punctuation, dan style of the letter must be noticed well.

The first one is the example.

1. sirs - dear

Dear Sirs ,

2. We- you- have -account with -twice of- reminded - your -

Rp 30.000.000,00 - us- for.We have.....Rp 30.000.000.,00

We
have.....

3. still willing - case may - rather than - to assume that your- be one- we
are- of overlooking - - of disregard ing our request. We are request.

We
are.....

4. to concern us- you owe us - and beginning -your amount is now long-
past mdue.

Your amoun.....
.....

5. the right to get - do not settle - Don't you -your account? - reason why
you- think we have.

Don't
.....

6. your cheque for - immediately- we are sure -the payment- of your account
you will send.

We are.....
.....

7. you at once and - please let- thank you- us hear form .

Please
.....

8. faithfully - yours.

Your.....
.....

2. Assesment Of Collection Letter

Exercise I Writing The Draft Of Collection

a. Writing The Draft

Heading :	PT mega data electmnica, jalan tengkuruk Permai No. 589, palembang 30132.
Date :	3 Sept.92
Address :	centre of solonese modem fashion, jalan tulang bawang No. 90 E, palembang 30114.
Salutation :	Dear Sir.
Paragraph 1:	On Sept.9, 92, we sent an invoice No.981 for the amount of Rp 30.000.000,00. and you agreed to make payment in thirty days or by 9 July 1992. But, you stil have made no afford to settle your account or even give us a valid reason, how ever we have sent you three reminders, telegram and telephone call.
Paragraph 2:	So far as we know we sent the best quality artickles you needed. Don't you think you have an obligation to recieprocate? With regret we must now inform you that a time limit have set for payment of your account, amount Rp. 30.000.000,00 If payment is made before 10 September 1992, you can avoit having your account turned over to a colection agency.
Paragraph 3:	Please heif us avoid other action by sending a check the minute you recieve this letter. Thanks you.
Closing :	Yours faithfully, Sender's name : Drs. Anwar Ardi Nasution,Sales Manager

b. Parts of Collection Letter

Actually, the draft of letter collection mentioned has many spelling mistakes, so you have to recheck the draft, if there are any spelling mistakes, please correct them. Your job to do are:

- ✓ Read the draft very carefully.
- ✓ Rewrite the draft without any error.
- ✓ When you are sure that everything is all right type the draft in hanging.
- ✓ Paragraph style.
- ✓ Traslate in Indonesian.



Answer Key

Find Out Parts of An Inquiry

Lembaga Pendidikan Kejuruan Perkantoran,
Jalan Administrasi No.250 A,
Kendari, Sulawesi Tenggara 93000

November 13, 2015 Dear Sirs:

Gaya Puspita Office Equipment,
Jalan Abdul Rahman Saleh No. 169B,
Ujungpandang 9000

We should be glad to know, whether you supply suitable Brother electronic typewriter for handling large typing course. If your price is competitive and the quality is right, we are going to place our order for thirty units.

Please let me know your terms of business and send us the latest booklet and price list

We are looking forward to hearing from you immediately. Yours faithfully Yusuf Adhie

Yours faithfully,

Andi Lala
Director



Evaluation

Unit 2

Letter Writing

Business Correspondence

Section A : Composing Successful Letters

A Letter Tutorial 1 : Style

A winning letter is no accident. Careful letter writers know that what they say and the way they say it will turn a recipient on or off. It's almost frightening to think that so much hinges on a piece of paper. Every time someone reads a letter you write, he or she forms a mental picture of you. If you're a skilled correspondent, that picture may suggest someone who is intelligent, perceptive, sensitive, careful, knowledgeable, persuasive, understanding, and reliable person. If your letter habits are sloppy, however, the reader may be somewhat less generous in painting your portrait.

A successful letter has several key ingredients. Certainly, it has to look good. Smudges, wrinkles, typographical errors and other blemishes won't do much for your reputation as a neat, careful worker. The format you use will tell the reader whether you are a conservative, modern, formal, or practical person. One of the most important ingredients is also one of the most troublesome: *language*. Everyone likes to sound intelligent, but some writers fear that simplicity is a mark of stupidity. Although the opposite is actually true, they latch onto long, cumbersome, pompous words, ever reaching for new heights of absurdity.

Instructors often recommend that you follow the golden rule of letter writing: *Write unto others as you would have them write unto you*. For instance, do you like people who:

- *Get to the point?*
- *Present their facts logically?*

- *Sound friendly without being insincere?*
- *Use concrete, specific words?*
- *Know their subject?*
- *Avoid bias and prejudice?*
- *Understand your needs and interests?*

These points form the basis of successful letter writing for all social and business correspondents.

Task Sheet 1

Here are two letters to a bank manager. Compare them and say which one you prefer. One contains mistakes of style. Can you identify them?

Dear Mr. Johnson,

I have been working as a librarian for three years at the Central Records Office , but I do not feel that I wish to make this my career.

A friend recently told me about a course that the Oxford Business School offers, and it sounds most interesting. I am told that employers respect this college and its diploma.

In order to follow this course I would need a loan of approximately £200. could I make an appointment with you to discuss the possibility of this?

I look forward to hearing from you.

Yours sincerely,

Alex Forrester

Dear Mr. Johnson,

As you probably know, I have done about three years as a librarian at the Central Records Office, just round the corner from your bank, in fact, but I do not really think it is the sort of job I can do much longer.

Anyway, I was at this party the other day and I met a friend and he told me about a great Course you can do at the Oxford Business School and my brother thinks I would get a good job if I did it.

Do you think I could come and see you, and talk about a bank loan? About £200 would be enough.

I'm looking forward to your letter. I hope you will say yes.

Yours sincerely,

Alex Forrester

Task Sheet 2

Read the following letter. Why has it been written? If you were Andrew Barrister what would you do? Rewrite the letter in a formal style. As you rewrite it. Consider the following features:

- contractions
- use of slang and phrasal verbs
- use of intensifiers
- use of active and passive
- punctuation

Dear Mr. Andrew Barrister,

I am writing on behalf of the residents' association to let you know of our feelings regarding your attitude. We've really had just about enough of you! Although we've tried to speak to you civilly on various occasions you've acted as though we were your enemies and even responded with a stream of verbal abuse.

Ever since you moved in, two months ago, you have shown very little consideration for the other residents of this building, despite our numerous complaints. For the past three weeks in a row, you've held extremely noisy parties which have not finished until the early hours of the morning. It's just not on! As you were told, most of the people here are elderly or have very young children, and the noise keeps them awake all night! You don't have to be so noisy, do you? Last weekend, the situation deteriorated further when three of you friends were involved in a fight on the second floor. The disturbance was so bad that we had to call the police! What's worse, your mates left the building in a terrible state – they smashed one window on their way out! we feel that this type of behavior is intolerable!

We strongly recommend that you arrange full payment for the damage they caused. If you don't and you carry on being a pain in the neck, we'll kick you out! legal steps will be taken if necessary.

Yours very truly,

Angela Red

Task Sheet 3

Here is a definition of “style” provided by E.B. White’s book: *The Elements of Style*. Read it and then try to match the adjectives from the box, that best describe the style and tone of the sender, with one of the paragraphs below; sometimes more than one adjective may be used.

“All writers, by the way they use the language, reveal something of their spirit, their habits, their capacities and their biases.”

(E.B. White - *The Elements of Style*)

<i>cumbersome</i>	<i>concise</i>	<i>conversational</i>	<i>confusing</i>	<i>pretentious</i>
<i>threatening</i>	<i>pleasing</i>	<i>accusatory</i>	<i>tactful</i>	<i>sugary</i>
<i>insincere</i>	<i>friendly</i>	<i>impersonal</i>	<i>laborious</i>	<i>deceiving</i>
<i>tailored</i>	<i>rude</i>	<i>formal</i>	<i>fraudulent</i>	

- You are one of 50 million very, very special, discerning individuals to receive this once-in-a-lifetime offer to purchase a brand new car.
- Here is the information you requested on March 3, 2001.
- I deeply appreciate your wonderfully kind and generous offer to assist our company.
- You must send us the booklets without fail by January 17, 2001!
- Thank you for letting me know that my second installment is past due.
- Having considered all the current applications for the part-time summer employment, we regret to inform you that your name has not been included among those selected.
- I received your report concerning the new distribution plan for our eastern district and would like to clear up a couple of things right now.
- We would like to send you a free-hand-crafted crystal vase to introduce you to our new line of products. This lovely masterpiece will be on its way to you the moment we receive the enclosed certificate with your signature and your subscription to our monthly catalogue.
- If your decision is an example of the intelligence and foresight of your bank, I have no interest in doing business with either you or your bank. Next week I am going to close my checking account, cancel my Visa and MasterCard and take my business elsewhere.

- j. We were very sorry to learn that you were not satisfied with the blouse purchased during our Merry Easter sale. Unfortunately, our store policy prevents us from accepting returns or making refunds on sale merchandise.

Task Sheet 4

Go back over the paragraphs above and try to rephrase those statements that show inconsistencies of style and/or tone.

Task Sheet 5

Here is a jumbled letter of complaint without an opening or closing paragraph. Put it in the correct order and paragraph it appropriately. Which of these opening and closing paragraphs do you think is the best appropriate?

OPENING	CLOSING
1. I am very angry and fed up with this situation and being a one-single parent student I do not have much money anyway.	1. Please help me as soon as possible, because all my colleagues and friends told me how much that style of shoe suited me.
2. The time has come when I have really had enough of all this bad workmanship together with the bad service you have to take as a consumer in this country.	2. I hope to hear from you soon and I shall be glad if you take this matter up with the staff concerned and ensure that the situation improves.
3. I feel I must complain to your office about the service I have received from both your shop assistants and your office staff.	3. So get in touch soon or else they will cause you a lot of trouble.

1. There I was told that I could have another pair of shoes, but that particular style was unfortunately out of stock.
2. Not only that, but they began to leak in rainy weather.
3. I told the shop-assistant that I did not want to choose another style and that I particularly wanted my money back.

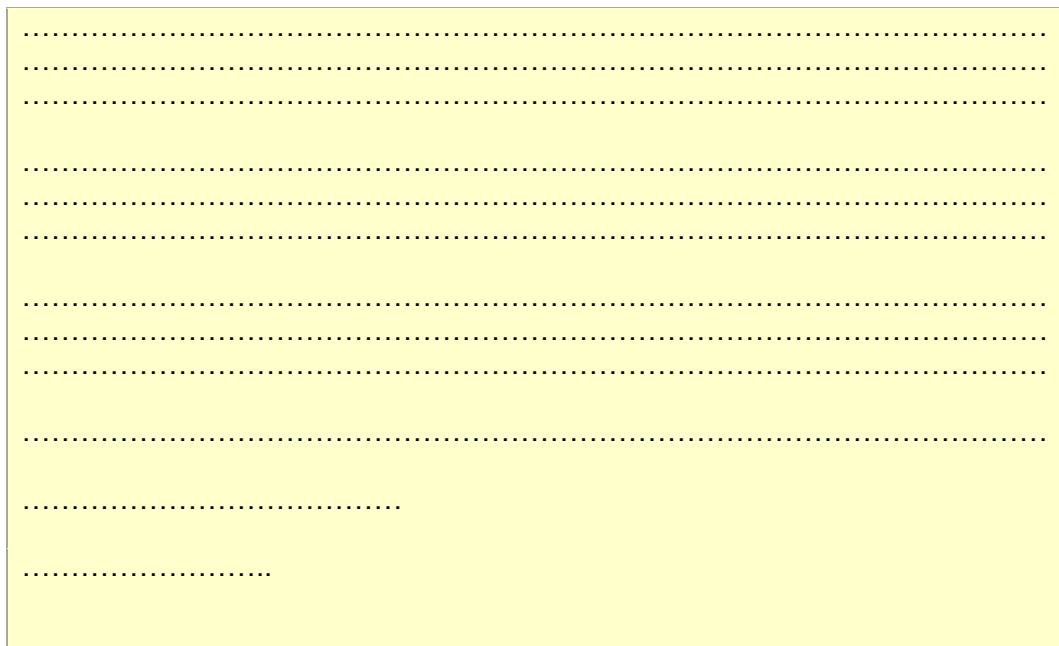
4. However, after only two weeks, I had to have them re-heeled.
5. Since then I have written to you for three times and have even tried to phone you on several occasions, but I have received no reply yet.
6. The shop-assistant informed me that he could not do this and that if I wanted a refund I had to address to your office.
7. This organization often prosecutes shops that sell faulty goods.
8. If you do not answer my letter in two weeks I will contact the Consumer Agency Office to solve my problem.
9. For a pair of shoe at this price, I expected them to last sever years.
10. I took them back to the shop the moment I have noticed they were faulty.
11. Last week, I bought a pair of shoes from your London street branch.
12. They cost £40, which I do not think is cheap.
13. I am very disappointed with your services.

Task Sheet 6

Set out and punctuate the following formal letter correctly. Divide it into paragraphs whenever necessary.

14 chesnut st durham 19 june 2001 globe furniture 258 henly st london dear mr garret I recently ordered from you a set of four French dining room chairs and an Italian coffee table both of which were advertised in the march edition of home and gardens magazine they arrived as promised but unfortunately they were damaged the coffee table had one of its legs broken and the backs of the chairs were scratched I understand these items are under guarantee could you please tell me what I should do I look forward to hearing from you yours sincerely robert carrington

.....
.....
.....
.....
.....
.....
.....



A Letter Tutorial II : Parts of a Letter

Attention Line. Used in letters addressed generally to a firm so that if the person mentioned in the attention line is absent, someone else will open the letter. Place it two lines below the inside address flush left. (On an envelope place it left of the address block on any line above the second line from the bottom of the address or immediately beneath the company name within the address block.)

Body. Message portion of a letter usually beginning after the salutation or subject line. Paragraphs are single-spaced, with a line space between them, and are intended to flush left, depending on the format used.

Complimentary Close. A signoff line such as *Sincerely yours*, typed two lines below the last line of the last paragraph.

Continuation Page. Any page after the first page of a letter. The word *continued* or the abbreviation *cont.* should not be placed at the bottom of the first page of a letter. The heading on a continuation page consists of the addressee's name, the date and the page number. It may be positioned across the top of the page on one line or stacked flush left.

e.g. Richard Dice

May 13, 2001

Page two

Copy Notation. Indicates where copies are being sent. A *regular copy notation* (*cc* for carbon copy; *pc* for photocopy) is placed on the original and all copies. It specifies who will receive copies of the letter. A *blind-copy notation* (*bcc*) is placed only on that particular copy and on your file copy. It is used when you don't want the addressee to know you're sending a copy to someone else. Notations are positioned flush left two lines below the *enclosure notation* (if any) or the *identification line*.

Dateline. The date the letter is prepared. It is positioned at the top of the page two or more lines beneath the letterhead. The traditional business and social style is e.g. *August 7, 2001*.

Enclosure Notation. Indicates material enclosed. The notation is placed at the bottom of the letter two lines beneath the identification line. Various styles may be used: *Enclosure*; *Enc.*; *Enclosures*; *Encs.*; *Enclosures: Brochure, Catalog*; *Under separate cover: Book*.

Identification Line. Indicates who dictated and typed the letter. The identification line is placed two lines below the signature flush left. Initials may be omitted on the original but should appear on each file copy. The dictator's initials may also be omitted when the name appears in the signature line. When all initials are given, those of the person signing the letter appear first, followed by those of the typist (FRJ:SM:ag). Use all capital letters for the dictator and signer's initials.

Inside Address. The name and address of the person to whom the letter is being written. The inside address is placed flush left two or more lines below the dateline. In the official format it is placed two lines below the last line of the signature. When the addressee's name is unknown, use a job title such as *Manager* if known. When the addressee's name is known, omit the job title if it would make the address run over four lines.

Mail Notation. Instructions for special class or treatment of mail. Place notations such as *Special Delivery* above the inside address only on copies. (On the envelope, place the notation about two lines below the postage.)

Personal or Confidential Notation. An indication that the letter is to be opened only by the addressee. Place the notation beneath the dateline or flush left, two to four lines above the inside address. (On the envelope, position the notation, in all capital letters, to the left of and two lines above the address block.)

Postscript. Used for comments unrelated to the message of the letter but not for remarks you neglected to include in the body. Place it beneath the last notation and place the sender's initials immediately after the last word in the postscript.

Reference Line. A designation of file or order numbers (*Your ref. 658942; Our file 57XY-689*). A line such as *Please refer to* or *In reply please refer to* may be printed just beneath the letterhead address; otherwise, insert the reference two lines beneath the dateline.

Salutation. A greeting to the recipient. It is typed two lines below the inside address flush left.

Signature. The name and title of the person writing the letter. Place it four lines below the **complimentary close**:

Formal

Respectfully
Respectfully yours
Yours truly
Yours very truly
Very truly yours
Very sincerely yours
Very cordially yours

Informal

Best regards
Best wishes
Cordially
Cordially yours
Regards
Sincerely
Sincerely yours

Note: Informal closes are appropriate in personal and business correspondence. Formal closes are used in legal, official and other formal correspondence.

Subject Line. Identifies the topic of the letter. Place it two lines below the salutation. Although attorneys use the words *In re* or *Re*, other writers use the word *Subject* or follow the contemporary practice of omitting any such introductory word. Do not underline the subject although you may write it in all capital letters.

Section B: Business Correspondence - a Typology

ANNOUNCEMENTS – public or formal notice announcing something, mainly an event.

- Depending on the type of announcement to be made, you might use one of several formats: letter, memo, news release, bulletin, card, brochure, invitation and so on.
- If huge quantities are needed, you could have the announcement printed.
- But if only a limited number are needed, you might type and photocopy the message or prepare it by computer and print out the required number of copies.

New Policy. Businesses change policies or procedures from time to time, and such changes may be announced by letter to clients and customers or by memo to in-house personnel.

Dear Ms. Whitley:

We are happy to announce that beginning July 1, 2001, the Happy Hikers Manufacturing Company will offer preferred customers like you a choice of a full refund or credit on any order placed with us. If you are dissatisfied with a shipment, whatever the reason, all you need to do is return it, and we will credit your account or forward your refund promptly - no questions asked.

Next week our representative Arthur Appleseed will call you with more details about the savings and convenience that our new policy will provide for you.

We want you to know how much we appreciate all of the orders you have placed with us in the past and we are eager to help you any way we can in the future.

Cordially,

Price Increase. No one likes bad news, so it helps when it doesn't sound so bad, when the action appears justified and when you seem to be as concerned as ever about the recipient's welfare.

Dear Mr. Flatly,

Although we have been able to maintain constant pricing for many years, we find that because of an increase in our transportation costs, we must unfortunately make a small increase in the price of our future line of wooden products. These new prices, shown on the enclosed price list, will go into effect on June 1, 2001 and will apply to all orders received after that date.

We appreciate having you as a customer and hope that we will continue to be able to fill your needs in the months ahead.

Sincerely,

APOLOGIES – a written expression of one's regret, remorse or sorrow of having insulted, failed, or wronged another.

Policy Restriction. You shouldn't have to apologize for your company's policy just because it doesn't appeal to someone else. However, if the policy-even a good one- causes dissatisfaction to a client or customer, it's good public relations to show sensitivity and concern that you're unable to help. In other words, you're not being critical of the policy; you're simply sorry that it, like most regulations in life, can't be all things to all people.

Dear Mr. Redford,

Although we wish that we could make use of your excellent educational background and job experience, it is company policy to promote from within our organization. Therefore, the supervisory position you mentioned will be filled by a candidate from our secretarial staff.

We certainly appreciate the interest you have shown in our company and suggest that you contact our personnel office to discuss other staff openings that may be of interest to you. In the meantime, we will keep your name on file and notify you of any change in our policy that might occur later.

Thank you very much for contacting us. I wish you much success in finding a challenging and rewarding position.

Sincerely,

Poor Service. Car Dealers, motels and other businesses sometimes provide brief, fill-in-the-blank or checklist-style survey forms to customers on which they can report problems they encountered in dealing with the firm. If a customer reports that service was unsatisfactory –or worse-your company should immediately send a thoughtful letter of apology and an assurance that the problem is being corrected.

Dear Mrs. Morrison,

Thank you for sending us your comments on our service report card. We appreciate your letting us know that your instructions were not followed concerning the use of 20-50 rather than 15-40 motor oil.

This problem of using another grade of oil has been brought to the attention of our Service Department. Although our service personnel normally follow our customer's preference-or explain why this can not be done-it seems that the mechanics were understaffed that day, and apparently, this oversight occurred as a result. However, you are quite right in pointing out this problem to us, and we want you to feel free to return at your convenience to have the oil changed to the grade of your choice without charge.

Please accept our sincere apologies and our assurance that we have taken steps to see that you receive the best service possible in the future.

Sincerely yours,

APPOINTMENTS

For some people, a day at the office is an endless succession of meetings. Arranging all of the appointments is often a secretarial duty. Although plans can be made by telephone, they are usually confirmed by letter (when time permits). The appointment letters or responses to them may be the first thing a prospective client or customer sees from your company, so to make a good impression it is important that the letter be clear, accurate and courteous.

Since appointment letters include details such as time, place and date, they have to be precise. They also should be sent in time for the recipient to respond and comply with the suggested arrangements.

Task Sheet 7

Making Appointment. When executives have out-of-town business, arrangements must be made in advance. Either a telephone call (confirmed by letter) or a letter such as the following example can be used to set up appointments. Indicate whether you want the reader to reply by telephone and include your number.

Dear Mr. King,

Richard Hill, vice-president of production at Constructive Toys will be in Chicago on Tuesday, March 19 and would like to arrange a tour of your plant while he is here.

Would it be possible for him to visit your facilities sometime during the morning on Tuesday? Please let me know what time would be convenient.

Thank you very much.

Sincerely,

Refusing Appointment. Have you ever met someone who stubbornly wouldn't take no for an answer? Since you never know when you may need the person or the service in the future, it might not be wise to be insulting or order the person out of the office. This is a time to practice restraint and say no firmly but nicely.

Dear Mr. Smith,

Thank you for letting us know that you'll be available next Monday morning and would like to discuss your temporary-help service with Ms.McKenzie.

As Ms.McKenzie has previously indicated, we are very pleased with our present arrangements for temporary help and definitely will not consider any other services in the foreseeable future. Therefore, she has asked me to let you know that a meeting would not be at all helpful to either of you at this time.

We appreciate your interest, however, and thank you for writing.

Sincerely,

COMPLAINTS

A letter of complaint should provide all the details concerning the problem you experienced and indicate what type of action or adjustment you expect. The tone and language should be reasonable and unemotional. If you rant and rave, the reader may label you as a complainer and decide that your letter should be dismissed as irrational and unreasonable.

In your letter of complaint don't forget to include the following:

- the circumstances and the details of the original transaction (*i.e. name of the item that you purchased*)
- where you bought it
- the invoice or receipt number
- how much it cost
- the reasons for your complaint
- what action you wish them to take

Misunderstanding (Billing). You can count on money being the cause of many complaints. One thing that especially irritates people is being billed for more than they expected. If you were quoted less, a complaint is fully justified.

Dear Mr. Berry,

I'm returning your invoice 568975 because it includes a charge that was not mentioned in your telephone quote of September 7, 2000.

Our company needed air-conditioning duct cleaned and repaired. During our telephone conversation you quoted a total cost of \$28 an hour and an estimated completion time of two hours. The bill, however, states that work was charged for one service repairperson at \$28 an hour and one trainee at \$14 an hour, both working two hours. We did not agree to pay more than \$28 an hour and had no need for a trainee in any case. Even if we had agreed to pay an additional \$14 an hour, there was room for only one person to work and the trainee merely stood nearby and observed. In view of your firm quote of September 7 and our acceptance of those terms, we are requesting that you send a corrected invoice of \$56 (\$28 an hour for two hours).

The work, incidentally, was satisfactory, and we'll be happy to send you our payment as soon as we receive the corrected invoice. Thank you very much.

Sincerely,

Unreliable Supplier. Businesses that depend on deliveries to operate can be seriously handicapped when suppliers are unreliable. Late deliveries make it impossible to fill orders for customers on time, and that means lost income.

Dear Mr. Summer,

For the fourth time in the past two months customers have told us that they can no longer wait for supplies they had ordered. This has been a result of the late deliveries we have had from your warehouse.

Under the circumstances, we must cancel our recent purchase orders no. Y235478 and no. Y245479, both contingent upon delivery by May 1, 2001. In each case, delivery is already several weeks late and customers have in turn canceled their order with us.

We hope that these delivery problems will be solved very shortly. The loss of customers is very serious to us, and we are heavily dependent upon a regular and reliable source of supply to serve our community.

Sincerely,

Bad service

17 Clarence Road
London W14 9GP

25 April 2000

The Managing Director
The Technology Center
132 Downey Hill

Dear Sir,

I am writing to complain about a faulty computer I bought in your shop and also about your inadequate after-sales service.

On 23 April I went into your shop to look at portable computers. I decided to buy a Peony 386SX because your sales assistant informed me, incorrectly, it would be reliable.

When I tried to operate my new computer at home it did not work. I have not dropped it nor mistreated it in any way. All that appears on the screen is a message saying: "Error reading: Hard disk". The instructions manual is totally unhelpful on this point.

I phoned your store to ask for assistance early this morning, and again at intervals throughout the day, but I only got a recorded message. I am leaving the country at the end of this week so I do not have much time to sort out this problem.

I should be grateful if you could arrange either for a technician to come and put the fault right, or for a substitute computer to be delivered to me immediately.

Yours faithfully,

REMINDERS - special type of follow-up message intended to jog someone's memory by restating facts. (e.g. date, time and place in regard to an appointment)

Demonstration. If you believe that a salesperson didn't take some expression of interest on your part seriously, send a brief letter reminding the person that you are still expecting a call.

Dear Mr. Logan,

In November last year I expressed an interest in the Canon 2000 copier for our office. You mentioned that a new, improved version would be in shortly and that you would call me to arrange a demonstration. Although I haven't heard from you, I was wondering if you now have the new Canon 2000 on the floor. If so, I would still be interested in arranging a demonstration.

Please drop me a note or telephone me at 672-306606 as soon as you can arrange a private demonstration for me.

Thank you very much.

Sincerely.

Request. If you asked someone to do something and never received a reply, you can briefly summarize your original request in a letter or, if it was too detailed, refer to it in your reminder message and enclose a copy of the original letter. Either way, if the person's failure to act is causing a problem, point this out – politely. It may prod the individual to pay attention.

Dear Mr. Robertson,

Four months ago we sent you a change of address for all future payments on your account. However, our bookkeeper recently let me know that your checks are still being sent to our old address – now an abandoned building – and that she has sent you several reminders of our new address since then.

We are concerned that some of your payments may go astray if they continue to be sent to the abandoned building. Since they involve substantial sums of money, I am sure you would not want that to happen. Perhaps you would like to alert the appropriate person in your office to change the address immediately – before mailing any more payments.

Thank you very much, Mr. Robertson. It is always nice to hear from you and we want to be certain that nothing interferes with your mail.

Cordially,

RESERVATIONS

Reminders

You need to make reservations for anything that has limited availability or capacity or anything that requires advance preparation for use – transportation, rooms, meals and so on. If you don't know the details such as rates, you may have to ask for information before making the reservation.

After you've made the reservation, you may have to cancel or change it.

Cancellation (Company Account). A large company may have an in-house travel department to make travel arrangements for employees, or it may work exclusively through an outside agency with which it has an account for charging travel arrangements. The agency then bills the firm monthly or according to some other routine schedule. To cancel reservations with this type of arrangement, you need to remind the agent to credit the company's account.

Dear Ms. Belinda,

I would like to cancel the air reservation I made on May 25 for Morgan Quinn, advertising manager at The Chemical Corporation. The reservation was for first-class space on Regional Air flight 303, leaving Tulsa for Phoenix at 11:30 a.m. central time.

I am returning the ticket you sent last week. Please credit our company account number 256-F5689711 for the ticket charge of \$200 and send a confirmation slip to me in suite 82.

Thank you very much.

Confirmation. When you are on the receiving end of a reservation request, you may be asked to confirm it, or it may be your policy to confirm everything in writing whenever there is time. Repeat the essential facts of the reservation, offer to provide anything else the customer might need and include an expression of appreciation.

Dear Mrs. Carlson,

Thank you for your dinner reservation for eight for Sunday, May 24, at 8 p.m. in our Blue Room.

We will be happy to provide a choice of cocktails, house wine and our special menus, including asparagus soup, the main course, salad, chocolate mousse and regular or decaf coffee. As you requested, the charges for the evening, including gratuity, will be placed on your company account.

If there is anything additional we can do to make your evening more enjoyable for you and your guests, please let us know.

Sincerely,

SALES

Sales letters are intended to stimulate an immediate sale. Promotional sales messages are meant to stimulate interest, with the hope that this will eventually lead to a sale. Both are crucial aspects of a good sales program.

Often the message **begins** with something that catches the reader's attention. It provides adequate information to interest the reader, emphasizing key features and appeals to something the reader wants (e.g. security, prestige).

In **closing** it tells the reader what to do, encouraging immediate action. Easy-to-complete forms, postage-paid reply envelopes and other conveniences and incentives are used to make it easy for a reader to reply.

Advertising. Books, magazines and other publications that carry advertising use cover letters to accompany their rate cards and other advertising information. When the enclosures contain rates, specifications and a sales message, the cover letter can be brief (compared to other sales letters).

Dear Printing Professional,

A completely updated edition of the Printers in America Directory will be published in May 2001 and it is time to plan your advertisement for the next edition.

PAD is the only annual source of detailed, up-to-date information on the printing industry. For this reason, PAD is consulted daily by decision makers and represents the best medium for your advertising dollars.

Space in PAD will give your printing operations daily exposure for a full year, putting your name right before the countless buyers of printing and related services.

Use the enclosed media kit to help you select your space in PAD 2001. To confirm your reservation immediately, call 831-678-7895. If you have any questions in the meantime, just let me know.

I hope to hear from you soon.

Cordially,

Products. Businesses take advantage of anything suitable to build customer relations and stimulate sales. A new customer's first order offers a good opportunity to send a letter.

Thank you – and welcome!

We were delighted to receive your first order and hope it marks the beginning of a long and satisfying association with Busby Business Supply.

The enclosed catalog will introduce you to Busby's entire line of office supplies and accessories. There you will find the best values of quality supplies and accessories at low, low prices.

Every item is offered at a discount. In fact, we guarantee these prices for the full life of the catalog! You will be amazed to discover that our discount prices on manufacturer's national brand products are usually 15 to 40% below list prices – sometimes more!

Watch for our "Busby Bargain" items that represent the greatest value of all. We believe you will not find better quality for your money anywhere else. And we ship within one or two days of receiving your order.

At Busby we guarantee what we sell too. If you are not completely satisfied, return your purchase for full credit or a refund. You will receive prompt, courteous service.

We are certainly glad that you came to Busby. We all sincerely appreciate your business and look forward to serving you on a regular basis.

Sincerely,

Section C: Practice Writing Business Letters

Task Sheet 1

Fill in the gaps in the following letter. (You need one word in each space):

The next of department heads will on Monday, March 3, 2001, from 9.00 a.m. until 2.00 p.m. in the Conference Room. Lunch will be in the Executive Dining Room.

An will be mailed on February 20. Please any items to be included to my secretary by February 14.

I would hearing from you right away if you are unable

Thank you very much.

Task Sheet 2

Translate the following letter into English:

Stimate Domn,

Dorim sa va anuntam ca, in urma cresterii pretului materiilor prime si a cresterii salariilor si impozitelor, suntem obligate sa ridicam tarifele cu 10%, incepand din ... Toate preturile anterioare acestei date se anuleaza.

Dorim insa sa pastram interesul dumneavoastra. Daca gasiti in catalogul nostru un articol margat cu un punct rosu, comanda dumneavoastra va fi acceptata in conditiile precedente. Intr-adevar, cateva stocuri de marfuri cumparate la un pret avantajos sunt inca disponibile.

Regretand aceasta crestere de pret, va rugam sa primiti intreaga noastra stima.

Task Sheet 3

Write down a formal letter to make an appointment between Julia Bucket MD to Constructive Toys Company and her new western district manager, John Quinn. You should also arrange for a tour-visit of the new factory and a lunch meeting.

Task Sheet 4

Why do people write letters of complaint? Read the letter below and answer the questions that follow it:

(1) B-dul Dacia 81, 7261 Bucuresti

(2)

City Council
Bdul Elisabeta 18
6145 Bucuresti

Dear Sir or Madam:

Collection of Rubbish (4)

Until very recently, rubbish from our apartment block has been collected regularly every Tuesday. My neighbors and I have been pleased with the efficiency of the staff concerned.

Over the past three weeks, however, I regret that collection has been late and the staff have left rubbish all over the street and pavements. On pointing this out to them, I have met with abuse.

I shall be glad if you will take this matter up with the staff concerned and ensure that the situation improves.

I look forward to hearing from you.

Yours faithfully,

Rhonda Bannister

1. Whose address is this?
2. Whose name and address is this?
3. Why is the sender writing "Sir or Madam"?
4. Why is there a heading? Is it a good heading?
- 5/6/7. Which paragraph is about things that:
 - (a) are happening in the present?
 - (b) will happen in the future?
 - (c) have happened in the past?
8. Which are "complaining" words?
9. Is this a good ending? Can you think of other suitable ways of ending such a letter?
10. Is this a proper complaint letter? Do you think it meets its purpose?

Task Sheet 5

Fill in the spaces in the following. (You need one word in each space). Suggest a heading for each letter of complaint.

Complaint – LETTER A

_____ week I placed an _____ order for twenty packing cases, 3' x 2'6". _____ been told they _____ be delivered _____ two days, I was extremely annoyed at having to wait seven days, _____ to find the cases I _____ been sent were the _____ size.

Would you _____ offer an explanation, _____ for the _____ order to be delivered within the _____ two days, and for the incorrect _____ to be _____ away _____ the same time.

Complaint – Reply

_____ to your letter of (date), we apologize for the _____ and have spoken to the _____ department _____ this. _____ your order was _____ with another in the same area. We have arranged for the

correct cases to be _____ to you tomorrow between 10-11 a.m., when the incorrect order will be _____ up.

Please _____ our _____ apologies _____ any _____ caused.

Complaint – LETTER B

_____ to our recent telephone _____, we are writing to _____ our dissatisfaction at the _____ in which you, as a wholesaler, have of late _____ our business.

Firstly, our order for one dozen of roof racks was six weeks late, and _____, eight of them are _____, being without the straps.

Having _____ our _____ waiting for so long, we _____ you can _____ a _____ explanation, otherwise we shall have to consider _____ our trading relations with you.

We look forward to _____

Complaint – Reply

We thank you for _____ letter _____ the roof racks and have today _____ for the _____ straps to be _____ to you _____ Express delivery.

Unfortunately, a fire occurred at our warehouse and this has _____ numerous problems, _____ both production and deliveries. We _____ your custom and hope that these recent _____ have not _____ our _____ relationship. We are _____ these problems are now a _____ of the _____.

Please do not _____ to _____ us _____ you _____ any further _____ or _____.

Task Sheet 6

Translate the following letter of complaint into English:

A. Andersen High Fidelity

*Copenhagen, Danemarca
martie 2000*

Paris, 30

Stimate Domn,

Acum un an si jumatate, am cumparat o combina stereo Andersen dintr-un magazin specializat din Paris. Cu regret va informez ca aceasta combina specializata nu a functionat niciodata bine. Am dus-o de mai multe ori la magazin, si totusi nu mi-a dat satisfactie. De fiecare data cand am recuperat-o, altceva nu functiona bine.

Am cumparat aceasta combina deoarece compania dumneavoastra are reputatia de a produce echipamente de foarte buna calitate. Va puteti imagina deceptia si frustrarea mea cand am inteles ca nu va functiona niciodata asa cum as fi dorit, in ciuda faptului ca am reparat-o de mai multe ori.

Va scriu pentru a va cere o noua combina in schimbul celei pe care am cumparat-o, si care ma tem ca niciodata nu va functiona correct.

Asteptand sa primesc in curand vesti de la dumneavoastra, va rog sa primiti intreaga mea stima.

Pierre Duval

Task Sheet 7

Write a letter of complaint about a defective PC you purchased for your company.

In reply, imagine the letter you are going to receive from the shop-assistant.

Try to use the expressions below for making and responding to complaints.

PC Purchaser

Stating the situation

Last week I bought ...

This PC ...

I've had this PC...

Stating problem or complaint

I am afraid I have got a complain to make ...

I am very disappointed that ...

The problem is that ...

Stating the response you expect

I should like you to ...

To put the matter right, I want you to ...

I need you to ...

Shop Assistant

Apologizing

I am really sorry to hear that ...

I do apologize ...

Asking for clarification

Could you tell me ...

I wonder if you could show me ...

Could you explain to me ...

Justifying

You see, ...

I need to explain that ...

You must understand that ...

Task Sheet 8

Fill in the spaces in the following. (You need one word in each space):

Reminder

It _____ from our records, that your above _____ dated the 14th December has been overlooked for _____.

As _____ are the 20th of the month _____ delivery, we would _____ settlement _____ your early _____.

Second Reminder

_____ to our letter of 12th February, we _____ that the _____ account remains _____.

Should you have _____ the account within the last few days, kindly _____ this reminder, _____ we must ask for an _____ remittance.

Final Reminder

_____ to our two _____ reminders, we note the above account _____ unpaid, and _____ we receive _____ by _____ of post, we shall have no _____ but to _____ the _____ to our legal department.

An Overdue Account

Thank for your letter _____ 10th May. We are quite _____ that _____ in the fur trade is rather _____ at the moment, and that you are _____ particular difficulties _____ to your recent fire.

To _____ with the problem of your _____ account, we can _____ you the _____ concessions:

1. We will _____ a part _____ of 50% for invoices _____ to 1st September.
2. Your _____ limit for the balance, and for goods _____ after 1st September, will be _____ for a _____ three months.

We _____ ask you to _____ that these _____ are exceptional, and that we shall have to ask you for settlement in _____ in three months time. You will appreciate we cannot supply you with further orders _____ these balances have been _____ .

Task Sheet 9

Translate the following letter into English:

Hotel Continental

Roma

Paris, 15 august 2000

Stimate domn,

As dori sa rezerv o camera dubla cu baie pentru data de 25 iulie. Vom sosi in jur de ora 15 dupa-amiaza si intentionam sa ramanem trei sau patru zile.

Multumindu-va anticipat, va rog sa primiti expresia sentimentelor mele alese.

Alain Riblet

Task Sheet 10

Read the following letter and try to figure out its purpose. Would you call this junk-mail?

Dear Ms. Collins,

Why should you not have a powerful vocabulary like other successful people?

A lot of people are discovering that word power and earning power go hand in hand. And we have just that thing to help you build a dynamic vocabulary virtually overnight – a self-study course from the publishers of the best-selling handbook Vocabulary Unlimited. We would like to give you this amazing book absolutely free. All you have to do is initial the enclosed postage-paid card and drop it in the nearest mailbox.

Along with your free book, I would like to give you a 15-day trial examination of our vocabulary-building self-study course developed especially for people like you.

Each month for a year, you will receive a self-study lesson to complete in the convenience of your own house. It starts with basic fundamentals and, with each lesson, shows you a simple way to increase the size of your vocabulary just overnight.

There is no obligation to continue if you are not completely satisfied with the first lesson of your self-study course. At the end of 15 days, you may return the lesson and not owe a cent. Or you may continue at the low rate of only \$5.50 a month plus a small charge for postage and handling. The book Vocabulary Unlimited is yours to keep – free – in any case.

If you want to develop your word power, mail the enclosed card today. I guarantee you will be glad you did.

Cordially,

GRAMMAR SECTION: THE PASSIVE

Active	Someone stole his wallet. Terrorists have kidnapped them.
Passive	His wallet was stolen . They have been kidnapped by terrorists.

- In forming the passive, the object of the active sentence (*wallet, them*) becomes the **subject** of the passive sentence.
- The passive is formed with **be + past participle**. It can be in any tense: past, present or future.

	Simple	Continuous
<i>Present</i>	is built	is being built
<i>Present perfect</i>	has been built	-
<i>Past</i>	was built	was being built
<i>Past perfect</i>	had been built	-
<i>Future</i>	will be built	-
<i>Present infinitive</i>	be built	-
<i>Past infinitive</i>	have been built	-
<i>-ing form</i>	being built	-

- These days, most houses are built of concrete.
- Their house isn't finished yet. It's still being built.
- This where the new airport will be built.
- In my opinion, the school shouldn't have been built so near the main road.

*** Notice that the continuous form is normally only used in the present and past tenses.**

Using the passive

- We often use the passive when we are interested in **what happened** rather than who did the action:
 - His wallet **was stolen**. (we don't know who stole it)
 - She's just **been given** a new job. (obviously, by her employers)

- The airport **will be finished** next spring. (it isn't important who finishes it)
- We also use the passive in order to keep **the same subject** over several sentences:
 - I had a terrible time crossing the border. First I had to wait for two hours, and then I **was interrogated** for an hour by the secret police.

(I'm talking about **my experiences**, so I want to keep **I** as the subject)

- Notice that the passive is especially common in scientific writing, especially in describing processes:
 - First the metal **is heated** to a temperature of 500o, then it **is poured** into a large container

The passive with “get”

- In conversational English, we often use the passive with **get** instead of **be**, especially with particular verbs describing accidental events, e.g.:

get lost	get killed	get stolen
get stuck	get mugged	get caught

- Take a map, in case you **get lost**.
- He tried to cheat the tax office, but he **got caught**.
- The passive is also commonly used with **get** to talk about things that happen **often** or **repeatedly**:
 - She often **gets invited** to read her poetry, but she doesn't always **get paid**.

The “have” passive

Active Passive “Have” passive	They are repairing <u>her</u> car. <u>Her</u> car is being repaired. <u>She</u> ’ s having her car repaired .
Active Passive “Have” passive	Someone stole <u>my</u> bike. <u>My</u> bike was stolen <u>I</u> had my bike stolen .

- The “have” passive is formed with **have** (+ object) + **past participle**.
Like the normal passive, it can be in any tense;
 - *Present simple*: I usually **have** my hair **cut** on Saturday.
 - *Going to*: He’s going to **have** his eyes **tested**.
 - *Present perfect*: Help! I’ve just **had** my handbag **snatched**.
 - *Past continuous*: When I walked in, he **was having** his back **massaged**.
 - *-ing form*: I hate **having** my photograph **taken**.
- The “have” passive can be used:
 - for things that you **arrange to happen** (have your eyes tested, have your photograph taken, have your house painted)
 - for things that **happen to you without you intending them** (have your face slapped, have your car stolen, have your house broken into)
- Notice the difference between the **“have” passive** and the **Present perfect tense**:
 - I’ve cut my hair. (*Present perfect* = I’ve done it myself)
 - I usually **have** my hair **cut** at Toni’s. (*“have” passive* = I usually get them to do it)

Passive reporting verbs

He is	known		work for the Mafia.
They are	believed	to	be living in Chicago.
	said		have robbed a bank.
	thought		
	assumed		
	reported		

- **He is thought to be ...** means the same as **People think he is ...**

Compare:

People think he works for the Mafia.

It is thought that he works for the Mafia.

- Passive reporting verbs are especially common in more formal written English (e.g. newspaper reports). In conversational English, active forms are more usual:
 - They say he robbed a bank.
 - Everyone knows he's living in Chicago.

Using and not mentioning the agent

1. **Change of focus** – the passive can change the emphasis of a sentence:
 - *Robert won the prize. (focus on Robert)*
 - *The prize was won by Robert. (focus on the prize)*
2. **Unknown agent** – the agent is not mentioned if unknown:
 - *My wallet **has been stolen**.*
(In this case, there is no point in adding an agent: "by somebody")
3. **Generalised agent** – if the subject is "people in general" or "you", the agent is not mentioned.
 - *Bicycles **are widely used** in the city instead of public transport.*
4. **Obvious agent** – if the agent is obvious or has already been mentioned, it is not mentioned.
 - *Alex **has been arrested!** (we assume by the police)*
 - *The company agreed to our request and a new car-park **was opened**.*
5. **Unimportant agent** – if the agent is not important to the meaning of the sentence it is not mentioned.
 - *I **was advised** to obtain a visa in advance.*
6. **Impersonality** – using the passive is a way of avoiding the naming of a specific person who is responsible for an action:
 - *It **has been decided** to reduce all salaries by 25%.*

In descriptions of processes, there is emphasis on the actions performed rather than on the people who perform them.

- *Then the packets **are packed** into boxes of twenty four.*

Verbs with prepositions

1. **Ending a sentence with a preposition** – it is possible to end a sentence with a preposition in a sentence where a prepositional verb is made passive:

- *Someone broke into our house.*
- *Our house was broken **into**.*

2. **BY and WITH**

With is used after participles such as *filled, packed, crowded, crammed*.

- *The train **was packed with** commuters.*

The difference between **by** and **with** may involve the presence of a person:

- *Dave was hit **by** a branch. (an accident)*
- *Dave was hit **with a** branch. (a person hit him with one)*

3. **Make** is followed by **to** when used in the passive:

- *My boss made me work hard.*
- ***I was made to** work hard by my boss.*

4. **Cover** and verbs which involve similar ideas, such as **surround**, **decorate** can use **with** or **by**. **Cover** can also be followed by **in**.

Exercise 1

Here is a formal notice that Ms. Paula Johnson received from her bank. Fill in the gaps with the appropriate passive form of the verbs in the brackets. Why is the passive used rather than the active?

Dear Ms. Paula Johnson;

Re: Account No. 14500 254 900 Balance: £850 debit Credit limit: £712

It is with regret that we now give you formal notice that your account (close). Your credit limit (exceed) by over £100. Customers (ask) to apply in writing if they wish their credit (extend), and this (not do). You (warn) last week that this would be the result. In accordance with our internal policy, a copy of which (already, send) to you, the whole of the balance is payable with immediate effect.

You (require) to return to us your credit card, but before doing so it should be cut in half for security purpose.

A pre-addressed and pre-paid envelope (enclose).

Exercise 2

Rewrite the following sentences in the passive. One sentence cannot be changed:

1. You insert the paper into the printer with the smoother side facing up.
2. The MD from the head office in Paris briefed the staff about company reorganization.
3. The new company secretary has made a serious error and should be given the sack.
4. We are going to update all the office equipment next year.
5. Someone must attend to the matter.
6. I taught myself to use a computer.
7. the local inhabitants on a remote island in the Atlantic made this pottery.
8. A computer marks the exam papers.
9. They say our company is on the verge of bankruptcy.

10. The college authorities awarded every student a certificate on completion of the course.

Exercise 3

Put these sentences into the passive (leaving out someone, they, we):

e.g.: Someone might steal the car. *The car might be stolen.*

1. Someone will clean the room.
2. They had to cut down that tree.
3. Someone should tell Ellen what happened.
4. They are going to build a new hospital.
5. We can solve the problem.
6. someone has to finish the job.
7. They may send the man to prison.
8. We must do something now.

Exercise 4

Complete the sentences using the passive perfect infinitive:

e.g.: Why doesn't Jessica know about the meeting? She should *have been told* (tell) ages ago.

1. "Karen is late this evening." "She might (delay) at work."
2. Why is all this rubbish still here? It ought to (throw away) yesterday.
3. The sweater I wanted to buy isn't in the shop window any more. It must (sell).
4. It was lucky that you didn't fall off the ladder. You might (kill).
5. You shouldn't have left all the money in your hotel room. It could (steal).

Exercise 5

Put these sentences into the passive, as in the example.

e.g.: I don't like people shouting at me. *I don't like being shouted at.*

1. I don't like people staring at me.
2. I can't stand people telling me what to do.
3. I don't like people interrupting me.
4. I dislike people making jokes about me.
5. I enjoy people praising me.

Are these things true for you?

Exercise 6

Complete the sentences with *by* or *with*:

e.g. My desk is covered *with* papers.

1. These photos were taken _____ a very cheap camera.
2. These photos were taken _____ my sister.
3. The cake was made _____ dried fruit.
4. The cake was made _____ my aunt.
5. The garage was painted _____ a new kind of paint.
6. The garage was painted _____ a friend of mine.
7. The safe was blown open _____ the robbers.
8. The safe was blown open _____ dynamite.

Exercise 7

Complete the sentences using the correct form of *having something done*:

e.g. I haven't *had my central heating serviced* (my central heating/ service) since last autumn.

1. Are you going to _____ (these shoes/ repair) or shall I throw them away?

2. My neighbors are _____ (an extension/ build) onto their house at the moment.
3. I must _____ (my glasses/ mend). They keep falling off.
4. Where do you _____ (your hair/ do)? It always looks very nice.
5. I _____ (four new tyres/ fit) on my car last month.
6. I've just _____ (my suit/ dry-clean).

Exercise 8

Complete the second sentence so that it has a similar meaning to the first, using the word given. You must use between two and five words.

1. Last Monday we appointed a new marketing manager.
was
A new last Monday.
2. Heavyland Ltd is supplying our company with office furniture.
supplied
Our company by Heavyland Ltd.
3. William the Conqueror built the castle in the 11th century.
by
The castle William the Conqueror in the 11th century.
4. No decision has yet been made.
decided
Nothing yet.
5. People believe that someone murdered Harrison.
was
It Murdered.
6. Your hair needs cutting.
get
You ought cut.
7. The police were following the suspects.
were
The suspects police.

8. No one has seen Alex since the day of the party.

been

Alex the day of the party.

9. We put up a notice about the trip on the notice board two days ago.

was

A notice up on the notice board two days ago.

10. People think an apple a day is good for you.

to

An apple a day for you.

Exercise 9

Rewrite each sentence so that it contains a form of have something done. Do not include the agent:

1. A painter painted our house last month.

.....

2. The hairdresser is cutting my hair this afternoon.

.....

3. Someone has stolen my leather coat.

.....

4. The dentist has taken out all of Michael's teeth.

.....

5. I haven't been to the car-wash for a long time.

.....

6. The men are coming to put in the central heating on Sunday.

.....

7. Someone broke Jim's nose in a fight.

.....

8. Isn't it time someone fixed our TV set?

.....

9. Karen's publishers have just published her new book.

.....

10. The police towed away Neil's car.

.....

Exercise 10

Rewrite each sentence so that it does not contain the words underlined and so that it contains a passive form:

1. Someone left the phone off the hook all night.
.....
2. The government has announced that petrol prices will rise.
.....
3. A burglar broke into Sara's house last night.
.....
4. People asked me the way to the police station four times.
.....
5. The fruit-pickers pick the cherries early in the morning.
.....
6. It's time the authorities did something about this problem.
.....
7. You have to fill in an application form.
.....
8. They don't know what happened to the car.
.....

Exercise 11

Rewrite each sentence in a more formal style so that it contains a passive form of the word given in capitals:

1. Sorry, but we've lost your letter. **MISLAY**
.....
2. The police are grilling Peter down at the station. **QUESTION**
.....
3. I don't know your name. **INTRODUCE**
.....
4. You'll get a rise in salary after eight months. **RAISE**
.....
5. You usually eat this kind of fish with a white sauce. **SERVE**
.....

-
6. They stopped playing the match after an hour. **ABANDON**
.....
7. They took Cooper to court for dangerous driving. **PROSECUTE**
.....
8. You go in the cathedral from the south door. **ENTER**
.....
9. They've stopped traffic from using the center. **BAN**
.....
10. They have found the remains of an old Roman villa nearby. **DISCOVER**
.....

Exercise 12

Rewrite each sentence so that it begins with It

1. There has been a suggestion that I should take two weeks holiday.
It
2. We have agreed to meet again in three days.
It
3. They have decided to cancel the meeting.
It
4. We didn't think it was such a good idea.
It
5. There is a rumour that the couple are to seek a divorce.
It
6. There was a proposal that a new offer would be made.
It
7. There is confirmation of the department bad performance.
It
8. We decided to try again later.
It

Exercise 13

Rewrite each sentence so that it ends with the word underlined:

1. Ellen was well provided for in her husband's will.
.....
2. We are dealing with your complaint.
.....
3. Someone had pampered with the lock of the front door.
.....
4. Another company has taken over our company.
.....
5. I must insist that you keep to the rules.
.....
6. The youngest complained that people were picking on him.
.....
7. We are looking into this allegation.
.....
8. We don't know how they disposed of the body.
.....
9. We have not accounted for all the missing luggage.
.....
10. We will frown upon any attempts to cheat in the exam.
.....

Exercise 14

Decide in each sentence whether only one or both verbs underlined are suitable:

1. Alice had/ got her handbag snatched.
2. Unfortunately, my uncle was/ got killed in the war.
3. I work slowly, but I have/ get my jobs done in the end.
4. I must have/ get these trousers altered.
5. It took all day, but I eventually had/ got the TV set repaired.
6. Several people were/ got left behind when the bus drove off.
7. We have had/ got all our money stolen, so we needed help.
8. Patricia had/ got her house painted last year as usual.
9. Why don't you have/ get the cooker seen to?
10. Patrick was/ got injured after he had been playing for only five minutes.

Glossary

A

Acceptance	agreement created when the drawer of a time draft (bill of exchange) writes the word "accepted" above the signature and designates a date of payment.
Adjustment letter	A letter written to inform a customer of the action taken in response to the customer's claim letter.
Agenda	An ordered list of topics to be considered at a meeting, along with the name of the person responsible for each topic.
Application letter	A letter from a job applicant to a prospective employer explaining the applicant's interest in and qualifications for a position within the organization; also called a <i>cover letter</i> .
Apologize <i>verb</i>	say "sorry"
Approach <i>noun</i>	method or style of doing something
Attitude <i>noun</i>	outlook on life

B

Business etiquette	The practice of polite and appropriate behaviour in a business setting.
By invitation only	only those who are asked to come will be allowed in

C

Commence <i>verb</i>	start
Complimentary <i>adjective</i>	free
Claim letter	A letter from the buyer to the seller, seeking some type of action to correct a problem with the seller's product or service.
Communication	The process of sending and receiving messages
Concerns <i>noun</i>	problems, issues
Conclusions	The answers to the research questions raised in the introduction to a report.
Confidential <i>adjective</i>	private
Conscientious <i>adjective</i>	cares about quality of work
Contribution <i>noun</i>	individual effort or support in a group
Convenient <i>adjective</i>	suitable, favourable, makes life easy
Cooperation <i>noun</i>	the act of working together

Coordinator <i>noun</i>	person who organizes something
D	
Dedication <i>noun</i>	a lot of effort put into something
Dependable <i>adjective</i>	can be trusted
Disregard <i>verb</i>	ignore, pay no attention to
Documentation	Giving credit to another person for his or her words or ideas that you have used.
Drafting	Composing a preliminary version of a message.
Do not hesitate <i>phrase</i>	don't wait
Dropped <i>verb</i>	fell to a lower amount
E	
Effective <i>adjective</i>	produces a positive response
Efficient <i>adjective</i>	performs well
Enclosed <i>adjective</i>	included inside
Encouraged <i>verb</i>	persuaded or inspired
Enquire (bre) inquire (ame) <i>verb</i>	looking for information
Electronic résumé	A résumé that is stored in a computer database designed to help manage and initially screen job applicants.
E-mail	A message transmitted electronically over a computer network most often connected by cable, telephone lines, or satellites.
Ethics	Rules of conduct.
Executive summary	A condensed version of the report body; also called an <i>abstract</i> or <i>synopsis</i> .
F	
Feedback	The receiver's reaction or response to a message.
Filter	The mental process of perceiving stimuli based on one's knowledge, experience, and viewpoints
Formal <i>adjective</i>	following set requirements
Form letter	A letter with standardized wording that is sent to different people.

Formal communication network	The transmission of prescribed information through downward, upward, horizontal, and cross-channel routes.
Free writing	Writing continuously for 5 to 10 minutes without stopping as a means of generating a large quantity of material that will be revised later.
G	
Generic heading	A report heading that identifies only the topic of a section without giving the conclusion.
Goodwill message	A message that is sent strictly out of a sense of kindness and friendliness.
Grateful adjective	thankful
Guarantee verb	promise
I	
Informal communication network	The transmission of information through nonofficial channels within the organization; also called the <i>grapevine</i> .
Impact noun	effect
Indicates verb	shows
Invoice noun	document detailing purchases and money owed
L	
Latest adjective	most modern
Lay-off verb	take a job away from an employee (when employee is not at fault)
Letter	A written message mailed to someone outside the organization
Line chart	A graph based on a grid, with the vertical axis representing values and the horizontal axis representing time.
M	
Mechanics	Those elements in communication that show up only in written form, including spelling, punctuation, abbreviations, capitalization, number expression, and word division.
Medium	The form of a message—for example, a memo or telephone call.
Memorandum	A written message sent to someone within the organization.
Minutes	An official record of the proceedings of a meeting that summarizes what was discussed and what decisions were made.
Message	The information (either verbal or nonverbal) that is communicated

Mind mapping	Generating ideas for message content by first writing the purpose of the message in the center of a page and circling it and then writing possible points to include, linking each one to either the purpose or to another point; also called <i>clustering</i> .
---------------------	---

N

Notice <i>noun</i>	document that indicates a change or event
------------------------------	---

O

Outstanding balance <i>adjective</i>	money still owed
--	------------------

P

Pleasure <i>noun</i>	enjoyment
--------------------------------	-----------

Postpone <i>verb</i>	delay until later
--------------------------------	-------------------

Preferred customer	buyer who comes back often
---------------------------	----------------------------

Present <i>verb</i>	award something to someone
-------------------------------	----------------------------

Professional <i>adjective</i>	exhibits suitable behaviour on the job
---	--

Profound <i>adjective</i>	deep
-------------------------------------	------

Punctual <i>noun</i>	always on time
--------------------------------	----------------

R

Reach me <i>verb</i>	find and talk to me
--------------------------------	---------------------

Records <i>noun</i>	files that keep track of business matters
-------------------------------	---

Regarding <i>verb</i>	being about
---------------------------------	-------------

Regret <i>verb</i>	feel bad
------------------------------	----------

Reliable <i>adj</i>	dependable
-------------------------------	------------

Replacement <i>noun</i>	someone who fills the position of another
-----------------------------------	---

Representative <i>noun</i>	a person who acts on behalf of another person, company, policy...
--------------------------------------	---

Resignation <i>noun</i>	the act of leaving a job position
-----------------------------------	-----------------------------------

Respected <i>adj</i>	considered good and honest
--------------------------------	----------------------------

Retirement <i>noun</i>	a permanent leave from the workplace (usually due to aging)
S	
Senior staff <i>noun</i>	employees who hold high positions or have been working at the same place for a long time
Severance <i>noun</i>	money paid to make up for a separation
Sharp <i>adverb</i>	exactly (in reference to time)
Skyrocketed <i>verb</i>	went up higher very quickly
Stock <i>noun</i>	share in ownership
Struggle <i>verb</i>	work at with difficulty
Sufficient <i>adj</i>	enough
Support <i>noun</i>	financial help
T	
T.b.a	To Be Announced
V	
Versatile <i>adj</i>	with a variety of skills and abilities
W	
Welcome <i>adjective</i>	(happily) permitted to do something

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complaint

A. Vocabulary of “ Enquiry” letter

Let us have	: Kirimkan kepada kami
By return	: Dengan segera
terms	: syarat-syarat yang ringan
Big Quantities	: jumlah besar
Best Prices	: harga-harga yang terendah
Lowest/Keenest	: yang termurah
Considerable Demand	: permintaan dalam jumlah besar
Turnover	: penjualan/omzet
Reasonable	: pantas
Will sale Here	: akan terjual disini
Of Receipt of Order	: sesudah menerima pesanan
Initial Order	: pesanan pertama
Terms of Business	: syarat-syarat perdagangan
Regular Order	: pesanan-pesanan yang terus menerus
New Lines	: produk-produk baru
Impressed	: terkesan
Complete Range	: bermacam-macam yang lengkap
Export Cases	: peti-peti ekspor
Pure Hide	: Kulit binatang asli
Steady Demand	: permintaan yang tetap
High Class Goods	: barang-barang yang bermutu tinggi
Sales Are Not High	: omzet tidak besar
Terms of Payment	: syarat-syarat pembayaran
Purchase	: pembelian
Requirements	: kebutuhan-kebutuhan
A Range of Patterns	: sejumlah contoh
Point Out	: tekanan
Moderate Price	: harga-harga yang tidak begitu tinggi
Purchasing Power	: daya beli
Substantial Orders	: pesanan-pesanan dalam jumlah besar

Concession	: keringanan (misal: potongan harga)
Sufficient Profit	: keuntungan yang cukup
Worth Your While	: menguntungkan anda
Submit	: mengirimkan
In Accordance With	: sesuai dengan
Attached List	: daftar yang terlampir
To Complete an Order	: melengkapi pesanan
Cost of Packing	: ongkos pengepakan
In The Near Future	: ongkos pengepakan
In The Near Future	: dalam waktu dekat
Prominent Manufacturers	: perusahaan-perusahaan terkenal
In Production	: yang diproduksi
Bulk Buying	: pembelian dalam jumlah besar

B. Chapter 1: Methods of Payment in International Trade

This chapter is also available via download in PDF format.

To succeed in today's global marketplace and win sales against foreign competitors, exporters must offer their customers attractive sales terms supported by the appropriate payment methods. Because getting paid in full and on time is the ultimate goal for each export sale, an appropriate payment method must be chosen carefully to minimize the payment risk while also accommodating the needs of the buyer. As shown in figure 1, there are five primary methods of payment for international transactions. During or before contract negotiations, you should consider which method in the figure is mutually desirable for you and your customer.

New Payment Risk Diagram – To Be Created by Designer

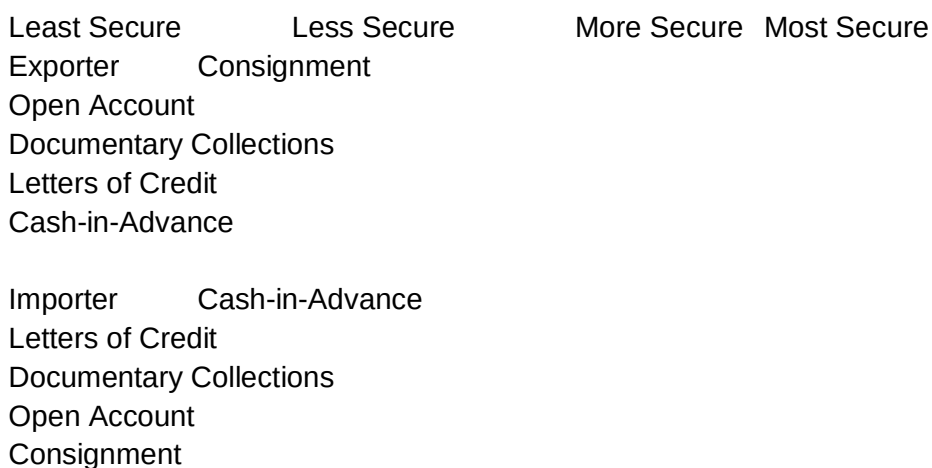


Figure 1: Payment Risk Diagram

Key Points

International trade presents a spectrum of risk, which causes uncertainty over the timing of payments between the exporter (seller) and importer (foreign buyer).

For exporters, any sale is a gift until payment is received.

Therefore, exporters want to receive payment as soon as possible, preferably as soon as an order is placed or before the goods are sent to the importer.

For importers, any payment is a donation until the goods are received.

Therefore, importers want to receive the goods as soon as possible but to delay payment as long as possible, preferably until after the goods are resold to generate enough income to pay the exporter.

Cash-in-Advance

With cash-in-advance payment terms, an exporter can avoid credit risk because payment is received before the ownership of the goods is transferred. For international sales, wire transfers and credit cards are the most commonly used cash-in-advance options available to exporters. With the advancement of the Internet, escrow services are becoming another cash-in-advance option for small export transactions. However, requiring payment in advance is the least attractive option for the buyer, because it creates unfavorable cash flow. Foreign buyers are also concerned that the goods may not be sent if payment is made in advance. Thus, exporters who insist on this payment method as their sole manner of doing business may lose to competitors who offer more attractive payment terms.

Letters of Credit

Letters of credit (LCs) are one of the most secure instruments available to international traders. An LC is a commitment by a bank on behalf of the buyer that payment will be made to the exporter, provided that the terms and conditions stated in the LC have been met, as verified through the presentation of all required documents. The buyer establishes credit and pays his or her bank to render this service. An LC is useful when reliable credit information about a foreign buyer is difficult to obtain, but the exporter is satisfied with the creditworthiness of the buyer's foreign bank. An LC also protects the buyer since no payment obligation arises until the goods have been shipped as promised.

Documentary Collections

A documentary collection (D/C) is a transaction whereby the exporter entrusts the collection of the payment for a sale to its bank (remitting bank), which sends the documents that its buyer needs to the importer's bank (collecting bank), with instructions to release the documents to the buyer for payment. Funds are received from the importer and remitted to the exporter through the banks involved in the collection in exchange for those documents. D/Cs involve using a draft that requires the importer to pay the face amount either at sight (document against

payment) or on a specified date (document against acceptance). The collection letter gives instructions that specify the documents required for the transfer of title to the goods. Although banks do act as facilitators for their clients, D/Cs offer no verification process and limited recourse in the event of non-payment. D/Cs are generally less expensive than LCs.

Open Account

An open account transaction is a sale where the goods are shipped and delivered before payment is due, which in international sales is typically in 30, 60 or 90 days. Obviously, this is one of the most advantageous options to the importer in terms of cash flow and cost, but it is consequently one of the highest risk options for an exporter. Because of intense competition in export markets, foreign buyers often press exporters for open account terms since the extension of credit by the seller to the buyer is more common abroad. Therefore, exporters who are reluctant to extend credit may lose a sale to their competitors. Exporters can offer competitive open account terms while substantially mitigating the risk of non-payment by using one or more of the appropriate trade finance techniques covered later in this Guide. When offering open account terms, the exporter can seek extra protection using export credit insurance.

Consignment

Consignment in international trade is a variation of open account in which payment is sent to the exporter only after the goods have been sold by the foreign distributor to the end customer. An international consignment transaction is based on a contractual arrangement in which the foreign distributor receives, manages, and sells the goods for the exporter who retains title to the goods until they are sold. Clearly, exporting on consignment is very risky as the exporter is not guaranteed any payment and its goods are in a foreign country in the hands of an independent distributor or agent. Consignment helps exporters become more competitive on the basis of better availability and faster delivery of goods. Selling on consignment can also help exporters reduce the direct costs of storing and managing inventory. The key to success in exporting on consignment is to partner with a reputable and trustworthy foreign distributor or a third-party logistics provider. Appropriate insurance should be in place to cover consigned goods in transit or in possession of a foreign distributor as well as to mitigate the risk of non-payment.

C. Kosa Kata dalam Ordering Letter

Referring to your letter	: Sehubungan dengan surat Saudara
Dated	: Tanggal
Would like to	: Ingin
As as follows	: Sebagai berikut
Answering your letter	: Menjawab surat Saudara
We hereby	: Bersama ini kami
Notify you that	: Beritahukan Anda
Regard to your letter	: Berkenaan dengan surat Saudara
Please send us	: Silahkan kirim
The goods	: Barang
Immediately	: Segera
Complete	: Lengkap
Payment	: Pembayaran
Be be completed with	: Diselesaikan dalam waktu
Of of the total price	: Dari harga total
Arrived	: Tiba
Hear hear from	: Mendengar dari
The soonest	: Paling cepat
We can agree	: Kita bisa sepakat
Settle settle things	: Menyelesaikan hal-hal
We are happy to	: Kami senang untuk
Still still do business with you:	Tetap melakukan bisnis dengan Anda
Thank you for your cooperation:	Terimakasih atas kerjasama Saudara
In the following list	: Dalam daftar berikut
Order some	: Memesan beberapa
Enclosed	: Tertutup

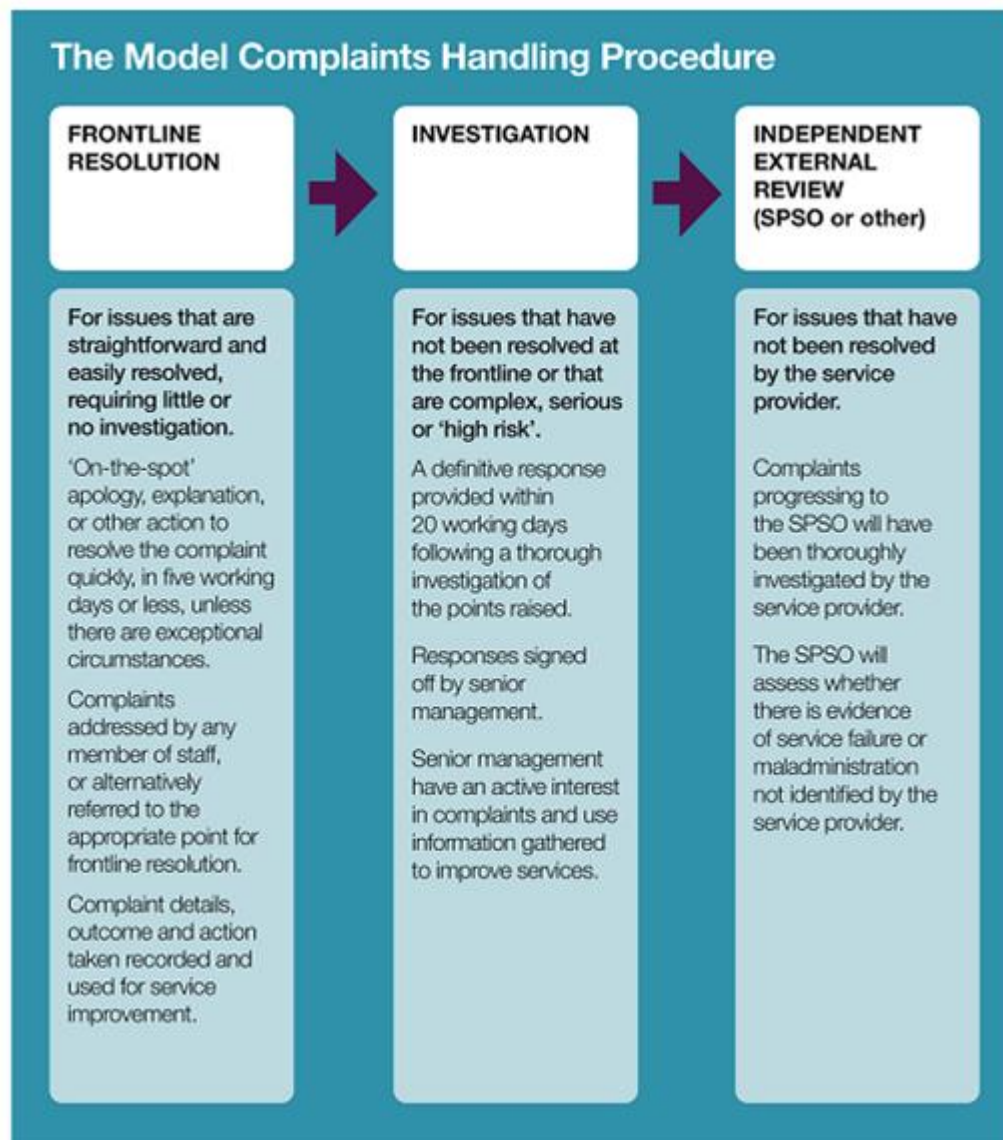


Figure 3 Guidance to Scottish Government staff on the Complaints Handling Procedure (CHP)

D. Adjustment Test

Introduction:

This task is for you to practise matching the types of sentence you need in adjustment letters with suitable sentences.

Instructions:

Match the items in the boxes on the left with the items on the right:

1. Click in the table cell containing the item you want to move.
2. Click in the table cell where you want the item to go. The words will swap position.
3. If an item is in the right position, it will have a green background and a tick.
4. When all the table cells are green and have ticks, you have finished.

Score: 0 / 10			
Functions to match		Phrases to move	
1	Apology for the error or fault	This was caused by an unexpected malfunction.	☐
2	Accepting a Complaint	We assure you that this will not happen again.	☐
3	Acknowledging receipt of a complaint letter	This is because the item was on sale, and therefore refunds and returns are not permitted.	☐
4	Explanation of the fault	We understand how disappointing it can be when your expectations are not met.	☐
5	Assurance	I regret to inform you that we cannot take responsibility for this occurrence.	☐
6	Replacement of goods	We look forward to your continued custom, and to serving you again.	☐
7	Regret at dissatisfaction	We agree that the usual high standards of our products were not met in this instance.	☐
8	Rejecting responsibility	I would like to apologise for the error made by our company.	☐
9	Reasons for the rejection	We have dispatched the new items.	☐
10	A concluding sentence aiming at retaining the goodwill	Thank you for your letter of 3 February.	☐



Bagian II : Kompetensi Pedagogik

Kompetensi pedagogik adalah kemampuan guru untuk memahami dinamika proses pembelajaran dengan baik. Pembelajaran di ruang kelas bersifat dinamis karena terjadi interaksi antara pengajar dengan peserta didik, antar sesama peserta didik dan sumber belajar yang ada. Pendidik perlu memiliki strategi pembelajaran tertentu agar interaksi belajar yang terjadi berjalan efektif untuk mencapai tujuan pembelajaran.





Pendahuluan

A. Latar Belakang

Kurikulum merupakan seperangkat rencana dan pengaturan mengenai tujuan, isi dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu. Kurikulum tersebut perlu dianalisis dan dikembangkan oleh guru-guru dan pengembang kurikulum agar mudah diimplementasikan di sekolah. Selanjutnya mereka merencanakan program pembelajaran yang akan diimplementasikan di dalam proses pembelajaran.

Merancang atau merencanakan program pembelajaran adalah kegiatan yang paling kreatif. Pada tahap ini seorang guru akan merancang kegiatan pembelajaran secara menyeluruh, termasuk pengembangan materi, strategi, media dan atau alat bantu, lembar kerja (job sheet), bahan ajar, tes dan penilaian. Walaupun kreativitas sangat dituntut dalam merancang program pembelajaran, pendekatan sistemik dan sistematis perlu dilaksanakan dalam merancang dan mengembangkan program pembelajaran agar tidak ada komponen yang tertinggal dan kegiatan pembelajaran dilaksanakan secara logis dan berurutan.

Merancang program pembelajaran dapat dilakukan untuk jangka pendek maupun jangka panjang. Rancangan pembelajaran untuk jangka pendek adalah apa yang direncanakan oleh seorang guru sebelum proses pembelajaran terjadi. Rancangan pembelajaran untuk jangka panjang lebih bervariasi yaitu suatu program pendidikan dan pembelajaran yang terdiri dari beberapa kompetensi, tahapan pencapaian kompetensi dan rancangan proses pembelajarannya.

Modul ini fokus pada bagaimana merancang pembelajaran jangka pendek yang dikenal sebagai rencana pelaksanaan pembelajaran (RPP). RPP disusun untuk satu atau beberapa pertemuan untuk pencapaian satu kompetensi atau sub kompetensi yang masih berkaitan.

Saat ini ada dua kurikulum yang digunakan oleh satuan pendidikan, yaitu Kurikulum tahun 2006 dan Kurikulum 2013. Dengan demikian rancangan pembelajaran yang disusun oleh guru mengacu pada kurikulum yang diterapkan di satuan pendidikan masing-masing. Baik kurikulum tahun 2006 maupun kurikulum 2013, mempersyaratkan penyusunan silabus per semester sebelum guru menyusun rancangan pembelajaran berupa rencana pelaksanaan pembelajaran (RPP) untuk setiap pertemuannya. Bedanya, pada kurikulum tahun 2006 guru dituntut untuk menyusun silabusnya sendiri, sedangkan pada kurikulum 2013 silabus sudah disiapkan secara nasional oleh pemerintah.

Di Indonesia, rancangan pembelajaran yang dikenal oleh guru pada umumnya adalah berupa RPP yang sudah diatur cara penyusunannya. Modul ini membahas rancangan pembelajaran dalam bentuk RPP dan pelaksanaan proses pembelajaran yang merupakan penerapan rancangan pembelajaran tersebut bagi peserta didik. Ketika melaksanakan atau menyampaikan pembelajaran, peran guru dalam melaksanakan kepemimpinan transaksional diperlukan untuk menciptakan suasana belajar yang kondusif. Selain itu penggunaan sumber belajar dan media pembelajaran sebagai komponen pembelajaran juga diperlukan untuk meningkatkan efektivitas pembelajaran.

B. Tujuan

Setelah menyelesaikan modul ini, diharapkan Anda dapat:

1. Menjelaskan prinsip-prinsip perancangan pembelajaran yang mendidik.
2. Mengembangkan komponen-komponen rancangan pembelajaran.
3. Menyusun rancangan pembelajaran yang lengkap, baik untuk kegiatan di dalam kelas, laboratorium, maupun lapangan.

4. Melaksanakan pembelajaran yang mendidik di kelas, di laboratorium, dan di lapangan dengan memperhatikan standar keamanan yang dipersyaratkan.
5. Mengambil keputusan transaksional dalam pembelajaran yang diampu

C. Peta Kompetensi



D. Ruang Lingkup

Untuk mencapai tujuan yang diharapkan, bahan ajar berbentuk modul ini terbagi dalam (2) kegiatan pembelajaran sebagai berikut:

1. Perancangan pembelajaran.
2. Pelaksanakan pembelajaran

E. Saran Cara Penggunaan Modul

Modul untuk kompetensi pedagogik terdiri atas sepuluh (10) *grade* yang disusun berjenjang berdasarkan tingkat kesulitan dan urutan kompetensi yang harus dikuasai oleh seorang guru. Oleh karena itu pastikan Anda telah menguasai modul *grade* satu (1) sampai dengan *grade* tiga (3) terlebih dahulu, sebelum mempelajari modul *grade* empat (4) ini. Hal tersebut untuk mempermudah Anda dalam mempelajari modul ini, sehingga diharapkan hasil belajar lebih efektif.

Pelajarilah modul ini secara bertahap per kegiatan pembelajaran. Jangan berpindah ke kegiatan pembelajaran selanjutnya sebelum Anda menyelesaikan kegiatan pembelajaran yang sedang dipelajari secara tuntas.

Kerjakan semua aktivitas pembelajaran yang ada pada setiap kegiatan pembelajaran untuk memastikan Anda telah menguasai materi yang ada pada kegiatan pembelajaran tersebut. Dengan mengerjakan aktivitas. Anda tidak hanya mempelajari materi secara teoritis saja, tetapi juga mengaplikasikan dan mempraktikkannya secara langsung, sehingga Anda mempunyai pengalaman yang dapat diterapkan dalam melaksanakan tugas Anda sebagai guru.

Apabila Anda mengalami kesulitan, mintalah bantuan pada fasilitator atau diskusikan dengan teman sejawat. Untuk memperkaya pengetahuan dan menambah wawasan, Anda dapat mempelajari buku atau referensi lainnya yang terkait dengan materi yang terdapat pada modul ini.



Kegiatan Pembelajaran 1: Perancangan Pembelajaran

A. Tujuan

Setelah mempelajari kegiatan pembelajaran 1, diharapkan Anda dapat merancang pembelajaran yang lengkap, dengan memperhatikan prinsip-prinsip pembelajaran yang mendiidk.

B. Indikator Pencapaian Kompetensi

Anda dinyatakan telah menguasai kompetensi pada kegiatan pembelajaran ini apabila telah menunjukkan kinerja sebagai berikut:

1. Menjelaskan asumsi dasar tentang perancangan pembelajaran minimal 3 buah dengan benar.
2. Mengkaji prinsip-prinsip pembelajaran, kemudian membuat contoh penerapan prinsip-prinsip tersebut dalam merancang pembelajaran.
3. Mengkaji RPP yang telah ada, kemudian menjelaskan kekurangan dari RPP tersebut.
4. Menyusun RPP untuk satu pertemuan dengan mengacu pada ketentuan kurikulum 2013.

C. Uraian Materi

1. Pendahuluan

Pada modul sebelumnya Anda telah mempelajari mengenai kurikulum. Kurikulum memang boleh saja diartikan secara sempit ataupun luas, seperti pengertian yang disampaikan oleh beberapa pakar dan ahli pendidikan. Walaupun pengertian tentang kurikulum berbeda-beda, tetapi pada dasarnya ada persamaan pemahaman, yaitu bahwa kurikulum merupakan rencana program pembelajaran yang berisi tujuan, materi, strategi dan penilaian. Sedangkan pengertian kurikulum menurut

Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional seperti yang telah dikemukakan sebelumnya adalah ‘seperangkat rencana dan pengaturan mengenai tujuan, isi dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu’.

Kurikulum merupakan seperangkat rencana dan pengaturan mengenai tujuan, isi dan bahan pelajaran serta cara yang digunakan untuk mencapai tujuan pendidikan tertentu, yang masih bersifat sangat umum. Seorang guru perlu melakukan analisis terhadap kurikulum tersebut agar mudah diimplementasikan di sekolah. Selanjutnya mereka merancang atau merencanakan program pembelajaran yang akan diaplikasikan di dalam proses pembelajaran.

Berdasarkan uraian di atas jelas bahwa ada keterkaitan yang erat antara kurikulum dan proses pembelajaran. Kurikulum lebih mengarah kepada apa yang harus dipelajari oleh peserta didik, sedangkan proses pembelajaran merupakan implementasi kurikulum tersebut agar peserta didik mencapai tujuan yang diharapkan. Agar proses pembelajaran berlangsung efektif, guru harus memahami prinsip-prinsip dalam merancang pembelajaran, yang akan diuraikan lebih detail pada halaman selanjutnya.

2. Asumsi Dasar tentang Rancangan Pembelajaran

Bagaimana suatu pembelajaran dirancang? Sebelum merancang suatu pembelajaran yang sesuai dengan perkembangan dan kebutuhan pembelajaran pada masa kini, ada beberapa karakteristik dalam merancang pembelajaran:

- a. kita berasumsi bahwa merancang suatu pembelajaran harus bertujuan untuk membantu individu untuk belajar.
- b. merancang pembelajaran ada tahapannya. Rancangan pembelajaran untuk jangka pendek adalah apa direncanakan oleh seorang guru sebelum proses pembelajaran terjadi.

- c. merancang pembelajaran adalah proses yang sistematis dalam mendesain pembelajaran dan berdampak pula terhadap perkembangan individu, sehingga semua peserta dapat menggunakan kemampuan individunya untuk belajar.
- d. merancang pembelajaran harus dilaksanakan dengan menggunakan pendekatan sistem yaitu ada beberapa tahapan yang dapat dilakukan dalam mendesain pembelajaran seperti; melaksanakan analisis kebutuhan sampai dengan mengevaluasi program pembelajaran untuk mengetahui keberhasilan pencapaian tujuan pembelajaran.
- e. merancang pembelajaran harus berdasarkan pengetahuan tentang bagaimana seseorang dapat belajar yaitu dengan mempertimbangkan bagaimana kemampuan individu dapat dikembangkan.

Perancangan atau perencanaan pembelajaran adalah menyusun langkah-langkah yang akan dilaksanakan seorang guru untuk mencapai tujuan pembelajaran yang telah dirumuskan sebelumnya (Majid:2007). Rancangan pembelajaran adalah ibarat cetak biru bagi seorang arsitek, yang harus dilaksanakan dan dievaluasi hasilnya. Dengan menyadari bahwa proses pembelajaran merupakan paduan dari ilmu, teknik dan seni, serta keterlibatan manusia yang belajar dengan segala keunikannya, maka dalam pelaksanaan cetak biru tersebut tentu mempertimbangkan faktor kelenturan atau fleksibilitas dalam pelaksanaannya.

3. Prinsip Pembelajaran dan Rancangan Pembelajaran

Rancangan dan pengembangan pembelajaran diaplikasikan dalam proses pembelajaran, diantaranya adalah untuk mengatasi masalah pembelajaran. Oleh karena itu dalam proses rancangan dan pengembangan pembelajaran, perlu memperhatikan prinsip – prinsip pembelajaran sebagai berikut.

- a. Respon baru diulang sebagai akibat dari respon yang diterima sebelumnya. Prinsip ini didasarkan pada teori Behaviorisme (B.F Skinner), dimana respon yang menyenangkan cenderung diulang.

- b. Perilaku seseorang dapat dipengaruhi oleh akibat dari respon, kondisi atau tanda-tanda tertentu dalam bentuk komunikasi verbal dan komunikasi visual berupa tulisan atau gambar serta perilaku di lingkungan sekitarnya, seperti keteladanan guru dan perilaku yang dikondisikan untuk peserta didik.
- c. Perilaku yang dipengaruhi oleh kondisi atau tanda-tanda tertentu seperti yang telah dijelaskan sebelumnya, akan semakin berkurang frekuensinya apabila kurang bermakna di dalam kehidupan sehari-hari.
- d. Hasil belajar berupa respon terhadap kondisi atau tanda-tanda yang terbatas akan ditransfer ke dalam situasi baru yang terbatas pula.
- e. Belajar menggeneralisasikan dan membedakan sesuatu merupakan dasar untuk belajar sesuatu yang lebih kompleks, seperti pemecahan masalah.
- f. Kondisi mental peserta didik ketika belajar akan mempengaruhi perhatian dan ketekunan mereka selama proses pembelajaran berlangsung.
- g. Untuk belajar sesuatu yang kompleks dapat diatasi dengan pemilahan kegiatan dan penggunaan visualisasi.
- h. Belajar cenderung lebih efisien dan efektif, apabila peserta didik diinformasikan mengenai kemajuan belajarnya dan langkah berikutnya yang harus mereka kerjakan.
- i. Peserta didik adalah individu unik yang memiliki kecepatan belajar yang berbeda antara satu dengan lainnya.
- j. Dengan persiapan yang baik, setiap peserta didik dapat mengembangkan kemampuannya dalam mengorganisasikan kegiatan belajarnya sendiri untuk mencapai hasil belajar yang diharapkan.

4. Rencana Pelaksanaan Pembelajaran

Sebelum merancang pembelajaran, guru harus memahami silabus terlebih dahulu. Silabus merupakan rencana pembelajaran pada suatu dan/atau kelompok mata pelajaran/tema tertentu, yang disusun untuk

setiap semester. Pada kurikulum tahun 2006, silabus mencakup standar kompetensi, kompetensi dasar, materi pokok/pembelajaran, kegiatan pembelajaran, indikator, penilaian, alokasi waktu, dan sumber/bahan/alat belajar (BNSP: 2006). Sedangkan pada kurikulum 2013, silabus mencakup Kompetensi Inti, Kompetensi Dasar, materi pembelajaran, kegiatan pembelajaran, penilaian, alokasi waktu, dan sumber belajar (Permendikbud No.60 tahun 2014 tentang Kurikulum 2013 SMK/MAK). Jadi tidak ada perbedaan yang cukup signifikan antara komponen silabus pada kurikulum tahun 2006 dan kurikulum 2013, kecuali perbedaan komponen standar kompetensi pada kurikulum tahun 2006 diubah menjadi komponen kompetensi inti pada kurikulum 2013.

Rancangan pembelajaran jangka pendek lebih dikenal sebagai Rencana Pelaksanaan Pembelajaran (RPP) wajib disusun oleh guru sebelum mereka melaksanakan proses pembelajaran. RPP merupakan pegangan bagi guru dalam melaksanakan pembelajaran baik di kelas, laboratorium, dan/atau lapangan untuk setiap Kompetensi dasar. Oleh karena itu, apa yang tertuang di dalam RPP memuat hal-hal yang langsung berkaitan dengan aktivitas pembelajaran dalam upaya pencapaian penguasaan suatu Kompetensi Dasar. Pengembangan RPP dilakukan sebelum awal semester atau awal tahun pelajaran dimulai, namun perlu diperbaharui sebelum pembelajaran dilaksanakan.

Saat ini satuan pendidikan di Indonesia, baik jenjang pendidikan dasar maupun jenjang pendidikan menengah menggunakan kurikulum yang berbeda. Sebagian besar satuan pendidikan masih menggunakan kurikulum tahun 2006. Akan tetapi paling lambat sampai pada tahun pelajaran 2019/2020 seluruh satuan pendidikan sudah menggunakan kurikulum 2013 (Permendikbud No.160 Tahun 2014 tentang Pemberlakuan kurikulum tahun 2006 dan kurikulum 2013).

Rencana Pelaksanaan Pembelajaran (RPP) kurikulum tahun 2006 dirancang untuk mencapai satu kompetensi dasar (KD) yang ditetapkan dalam Standar Isi dan telah dijabarkan dalam silabus. Rencana pelaksanaan pembelajaran memuat sekurang-kurangnya tujuan

pembelajaran, materi pembelajaran, metode pembelajaran, sumber belajar, dan penilaian hasil belajar (PP No. 19 Tahun 2005 tentang Stándar Nasional Pendidikan). Pada umumnya RPP mencakup 1 (satu) kompetensi dasar yang terdiri atas 1 (satu) atau beberapa indikator untuk 1 (satu) kali pertemuan atau lebih. Akan tetapi untuk pendidikan kejuruan, terutama mata pelajaran Kelompok Produktif, RPP dapat mencakup lebih dari satu kompetensi dasar.

RPP yang disusun secara lengkap dan sistematis akan memudahkan guru untuk menerapkannya di dalam proses pembelajaran. Pengalaman belajar yang dirancang guru bagi peserta didiknya dalam bentuk RPP meliputi berbagai kegiatan pembelajaran. Oleh karena itu kegiatan pembelajaran yang dirancang pada RPP sebaiknya dapat mewujudkan pembelajaran yang interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik (PP No. 19 Tahun 2005 tentang Stándar Nasional Pendidikan).

Kurikulum 2013 merupakan penyempurnaan kurikulum 2006. Walaupun secara konsep pengembangan terdapat beberapa persamaan, namun terdapat perbedaan yang cukup mendasar pada tahap implementasi pelaksanaan proses pembelajaran yang berdampak pula terhadap penyusunan RPP.

Perbedaan yang cukup signifikan antara kurikulum tahun 2006 dan kurikulum 2013, terutama dalam proses pembelajaran sebagaimana tertuang Peraturan Menteri Pendidikan dan Kebudayaan Nomor 103 Tahun 2014 tentang Pembelajaran Pada Pendidikan Dasar dan Menengah dan proses penilaian sebagaimana tertuang dalam Peraturan Menteri Pendidikan dan Kebudayaan Nomor 104 Tahun 2014 tentang Penilaian Hasil Belajar oleh Pendidik Pada Pendidikan Dasar dan Menengah, antara lain:

- a. Penerapan pendekatan saintifik/pendekatan berbasis proses keilmuan yang merupakan pengorganisasian pengalaman belajar dengan urutan logis meliputi proses pembelajaran: (1) mengamati; (2) menanya; (3) mengumpulkan informasi/mencoba; (4) menalar/mengasosiasi; dan (6) mengomunikasikan. Pendekatan saintifik/pendekatan berbasis proses keilmuan dilaksanakan dengan menggunakan modus pembelajaran langsung atau tidak langsung sebagai landasan dalam menerapkan berbagai strategi dan model pembelajaran sesuai dengan Kompetensi Dasar yang ingin dicapai.
- b. Penerapan penilaian Autentik dan non-autentik untuk menilai Hasil Belajar. Bentuk penilaian Autentik mencakup penilaian berdasarkan pengamatan, tugas ke lapangan, portofolio, proyek, produk, jurnal, kerja laboratorium, dan unjuk kerja, serta penilaian diri. Penilaian Diri merupakan teknik penilaian sikap, pengetahuan, dan keterampilan yang dilakukan sendiri oleh peserta didik secara reflektif. Sedangkan bentuk penilaian non-autentik mencakup tes, ulangan, dan ujian.

Berdasarkan perbedaan tersebut, maka penyusunan Rencana Pelaksanaan Pembelajaran (RPP) kurikulum 2013 disesuaikan dengan model dan pendekatan pembelajaran yang disarankan dalam peraturan menteri tersebut.

5. Komponen dan Penyusunan Rencana Pelaksanaan Pembelajaran

Tidak ada perbedaan signifikan antara komponen RPP pada kurikulum tahun 2006 dengan kurikulum 2013, kecuali kurikulum tahun 2006 mengacu pada standar kompetensi (SK) dan kompetensi dasar (KD) yang tertuang dalam standar isi (Permendiknas nomor 22 Tahun 2006 tentang Standar Isi). Sedangkan kurikulum 2013 mengacu pada kompetensi inti (KI) dan kompetensi dasar (KD) yang tertuang dalam Peraturan Menteri Nomor 60 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan. Untuk pendidikan kejuruan, kompetensi dasar (KD) yang digunakan sebagai acuan adalah elemen

kompetensi atau sub kompetensi yang tertuang dalam Standar Kompetensi Kerja Nasional sesuai bidang keahliannya masing-masing.

Komponen RPP kurikulum 2013 diatur dalam Peraturan Menteri Pendidikan dan Kebudayaan Nomor 103 Tahun 2014 tentang Pembelajaran Pada Jenjang Pendidikan Dasar dan Menengah. Akan tetapi khusus untuk Sekolah Menengah Kejuruan, di bawah koordinasi Direktorat Pembinaan SMK, terdapat penyesuaian komponen RPP sebagai berikut:

- Sekolah :
- Mata pelajaran :
- Kelas/Semester :
- Materi Pokok :
- Alokasi Waktu :
- A. Kompetensi Inti (KI)
- B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi
 - 1. KD pada KI-1
 - 2. KD pada KI-2
 - 3. KD pada KI-3 dan Indikator
 - 4. KD pada KI-4 dan Indikator
- C. Tujuan Pembelajaran
- D. Materi Pembelajaran
- E. Model, Pendekatan, dan Metode
 - Model :
 - Pendekatan :
 - Metode :
- F. Langkah-langkah Pembelajaran
 - 1. Pertemuan Kesatu:
 - a. Kegiatan Pendahuluan/Awal
 - b. Kegiatan Inti
 - c. Kegiatan Penutup
 - 2. Pertemuan Kedua:
 - a. Kegiatan Pendahuluan
 - b. Kegiatan Inti
 - c. Kegiatan Penutup
 - 3. Pertemuan seterusnya.
- G. Alat, Bahan, Media, dan Sumber Belajar
- H. Penilaian
 - 1. Jenis/Teknik Penilaian
 - a. Essay
 - b. Unjuk Kerja
 - 2. Bentuk Penilaian dan Instrumen
 - a. Penilaian Sikap
 - b. Penilaian Pengetahuan
 - c. Penilaian Keterampilan
 - 3. Pedoman Penskoran

RPP perlu disusun oleh guru tidak hanya untuk pertemuan di kelas saja, tetapi juga untuk pertemuan di laboratorium, di lapangan atau kombinasi di tempat-tempat tersebut. Proses pembelajaran juga memungkinkan guru untuk melakukan kegiatan pembelajaran di ruang praktik, perpustakaan atau memanfaatkan lingkungan di sekolah atau luar sekolah sepanjang kegiatan yang dilakukan mendukung untuk pencapaian indikator kompetensi atau KD tertentu. Untuk kegiatan-kegiatan di luar kelas, RPP yang disusun perlu menyebutkan tempat dan kegiatan-kegiatan yang akan dilakukan di luar kelas tersebut.

Langkah Penyusunan RPP diatur sebagai berikut.

- a. Langkah awal menyusun RPP adalah mengkaji silabus kurikulum 2013 sesuai dengan matapelajaran yang diampu. Anda harus mengkaji atau menganalisis apakah KD sudah menjawab pencapaian Standar Kompetensi Lulusan (SKL) dan Kompetensi Inti (KI). Ketika menganalisis keterkaitan SKL, KI dan KD sebaiknya KD dilihat secara keseluruhan, agar kesinambungan antara satu KD dapat diketahui. Apabila KD belum sesuai, Anda dapat menambah KD yang dituangkan dalam RPP.

Untuk mendukung implementasi kurikulum 2013, Kementerian Pendidikan dan Kebudayaan telah menyiapkan Buku Guru dan Buku Siswa. Oleh karena itu dalam mengembangkan atau menyusun RPP, selain mengkaji silabus guru perlu menyesuaikannya dengan buku teks peserta didik dalam menyiapkan materi pembelajaran dan buku guru dalam merencanakan kegiatan pembelajaran.

- b. Penyusunan RPP diawali dengan penulisan identitas sekolah, mata pelajaran, kelas dan semester, materi pokok, serta alokasi waktu.

Penentuan alokasi waktu untuk setiap pertemuan berdasarkan alokasi waktu pada silabus untuk matapelajaran tertentu. Alokasi waktu pada silabus yang disusun per semester selanjutnya dibagi untuk setiap pertemuan per minggu. Alokasi waktu setiap pertemuan adalah alokasi waktu RPP yang dijabarkan

ke dalam kegiatan pendahuluan, inti, dan penutup, dengan perbandingan waktu kurang lebih 20% untuk kegiatan pendahuluan, 60% untuk kegiatan inti dan 20% untuk kegiatan penutup.

- c. Untuk mengisi kolom KI dan KD pastikan diambil dari sumbernya dan bukan dari draft silabus atau RPP yang sudah ada, karena ada kemungkinan KI dan KD tersebut salah dan bukan dari dokumen final.

Setelah KD disesuaikan, langkah selanjutnya adalah merumuskan indikator pencapaian KD pada KI-1, KI-2, KI-3, dan KI-4. Indikator untuk KD yang diturunkan dari KI-1 dan KI-2 dirumuskan dalam bentuk perilaku umum yang bermuatan nilai dan sikap yang gejalanya dapat diamati sebagai dampak pengiring dari KD pada KI-3 dan KI-4. Sedangkan indikator untuk KD yang diturunkan dari KI-3 dan KI-4 dirumuskan dalam bentuk perilaku spesifik yang dapat diamati dan terukur.

Rumusan Indikator Pencapaian Kompetensi (IPK) menggunakan dimensi proses kognitif (*the cognitive process of dimention*) dan dimensi pengetahuan (*knowledge of dimention*) yang sesuai dengan KD, namun tidak menutup kemungkinan perumusan indikator dimulai dari kedudukan KD yang setingkat lebih rendah atau sama, dan setingkat lebih tinggi

- d. Tujuan pembelajaran dirumuskan berdasarkan kompetensi dasar dari kompetensi inti untuk aspek pengetahuan (KD dari KI-3) dan kompetensi dasar dari kompetensi inti untuk aspek keterampilan (KD dari KI-4) dengan mengaitkan kompetensi dasar dari kompetensi inti untuk aspek spiritual (KD dari KI-1) dan kompetensi dasar dari kompetensi inti untuk aspek sosial (KD dari KI-2).

Untuk menentukan perilaku apa yang diharapkan dari peserta didik sebaiknya menggunakan kata kerja operasional yang dapat diamati dan atau diukur, mencakup ranah sikap, ranah pengetahuan, dan

ranah keterampilan, yang diturunkan dari indikator atau merupakan jabaran lebih rinci dari indikator.

- e. Materi Pembelajaran merupakan penjabaran atau uraian sub materi atau topik dari materi pokok yang akan dipelajari peserta didik selama pertemuan pembelajaran.

Penentuan materi harus mempertimbangkan keluasan dan kedalaman materi yang disesuaikan dengan alokasi waktu yang tersedia untuk pertemuan tersebut.

Materi pembelajaran dikembangkan berdasarkan KD dari kompetensi inti untuk aspek pengetahuan dan keterampilan (KD dari KI-3 dan/atau KD dari KI-4). Materi pembelajaran tidak hanya mencakup materi dasar saja, tetapi juga mencakup materi pengayaan sebagai pengembangan dari materi dasar (esensial). Materi pengayaan dapat berupa pengetahuan yang diambil dari sumber lain yang relevan dan pengetahuan lainnya yang dapat menambah wawasan dari sudut pandang yang berbeda.

Berbeda dengan kurikulum sebelumnya, materi pembelajaran harus kontekstual dengan mengintegrasikan muatan lokal sesuai dengan lingkungan sekitar atau topik kekinian, terutama jika muatan lokal yang diberikan pada satuan pendidikan pada wilayah tertentu tidak berdiri sendiri. Selain ini juga mengembangkan materi aktualisasi pada kegiatan kepramukaan yang dimaksudkan untuk memanfaatkan kegiatan kepramukaan sebagai wahana mengaktualisasikan materi pembelajaran.

- f. Model, Pendekatan dan Metode pembelajaran yang dipilih harus mempertimbangkan indikator pencapaian kompetensi pada KD dan Tujuan Pembelajaran.

Pengertian model, pendekatan atau strategi pembelajaran sering tumpang tindih. Dalam kurikulum 2013, model pembelajaran merupakan kegiatan pembelajaran yang dirancang atau

dikembangkan dengan menggunakan pola pembelajaran atau sintaks tertentu, yang menggambarkan kegiatan guru dan peserta didik dalam mewujudkan kondisi belajar atau sistem lingkungan yang menyebabkan terjadinya proses belajar.

Pendekatan pembelajaran merupakan proses penyajian materi pembelajaran kepada peserta didik untuk mencapai kompetensi tertentu dengan menggunakan satu atau beberapa metode pembelajaran. Sama halnya dengan model pembelajaran, pendekatan pembelajaran digunakan oleh guru agar peserta didik mencapai indikator pencapaian kompetensi pada KD yang disesuaikan dengan karakteristik peserta didik.

Pada kurikulum 2013, model pembelajaran yang disarankan adalah:

- 1) Model Pembelajaran Penyingkapan (Penemuan dan Pencarian/ Penelitian), yang terdiri dari Model Pembelajaran Discovery Learning dan Inquiry Terbimbing.
- 2) Model Pembelajaran Problem Based Learning
- 3) Model Pembelajaran Project Based Learning

Masing-masing model pembelajaran di atas memiliki urutan langkah kerja atau yang dikenal dengan syntax berbeda sesuai dengan karakteristik model tersebut. Di dalam menentukan model pembelajaran, guru tidak serta menentukan model pembelajaran sesuai dengan keinginannya. Sebelum menentukan model pembelajaran, guru harus mempelajari setiap model pembelajaran dan memaknai apa yang akan dicapai melalui model pembelajaran tersebut. Selain itu guru perlu mengkaji KD yang mau dicapai, dan menentukan model pembelajaran yang sesuai dengan pencapaian KD agar proses pembelajaran berlangsung lebih efektif.

Pendekatan yang digunakan dalam proses pembelajaran pada kurikulum 2013 adalah pendekatan saintifik. Pendekatan saintifik yang merupakan pendekatan berbasis proses keilmuan diyakini dapat mengembangkan pengetahuan, kemampuan berpikir dan

keterampilan melalui partisipasi aktif dan kreativitas peserta didik dalam proses belajar, serta interaksi langsung dengan sumber belajar. Pendekatan saintifik mencakup lima (5) tahapan belajar, sebagai berikut:

1) Mengamati

Tahap mengamati adalah kegiatan pengamatan dengan menggunakan indera yang bertujuan untuk memenuhi rasa ingin tahu peserta didik. Melalui kegiatan tersebut diharapkan peserta didik dapat menemukan fakta bahwa ada hubungan antara objek yang diamati dengan materi yang dipelajari sehingga proses pembelajaran lebih bermakna (*meaningfull learning*).

2) Menanya

Sebagai fasilitator guru diharapkan dapat menciptakan strategi belajar yang efektif dan menginspirasi peserta didik untuk meningkatkan dan mengembangkan aspek sikap, keterampilan, dan pengetahuannya. Dengan bertanya, mendorong peserta didik untuk berpikir. Oleh karena itu guru perlu memberikan pertanyaan yang dapat memancing peserta didik untuk belajar lebih baik, sekaligus membimbing dan memantau peserta didik untuk pencapaian KD. Selain itu guru juga perlu memberi kesempatan untuk bertanya, terutama untuk materi yang belum dipahami dengan baik dan memenuhi rasa keingintahuan peserta didik. Respon atau jawaban positif dari guru akan mendorong peserta didik untuk belajar lebih giat lagi.

3) Mengumpulkan Informasi/Mencoba

Pada tahap ini guru memberi kesempatan kepada peserta didik untuk melakukan eksplorasi, mencari referensi, mengumpulkan data, mencoba atau melakukan eksperimen dalam rangka penguasaan pengetahuan dan keterampilan yang dipersyaratkan untuk mencapai KD.

4) Menalar

Tahap menalar dalam konteks pembelajaran pada Kurikulum 2013 merujuk pada teori belajar asosiasi. Istilah asosiasi dalam pembelajaran merupakan kemampuan mengelompokkan beragam ide dan mengasosiasikan beragam peristiwa untuk kemudian memasukannya menjadi penggalan memori. Pengalaman-pengalaman yang sudah tersimpan di memori berelasi dan berinteraksi dengan pengalaman sebelumnya yang sudah tersedia. Kegiatan menalar dapat berupa kegiatan mengolah informasi yang sudah dikumpulkan, menganalisis data dalam bentuk membuat kategori, mengasosiasi atau menghubungkan fenomena/informasi yang terkait dalam rangka menemukan suatu pola, dan menyimpulkan.

5) Mengkomunikasikan

Esensi dari mengkomunikasikan pada tahap ini adalah menempatkan dan memaknai kerjasama dan berbagi informasi sebagai interaksi antara guru dengan peserta didik, dan antara peserta didik dengan peserta didik. Tahap ini mencakup: kegiatan menyajikan laporan dalam bentuk diagram, atau grafik; menyusun laporan tertulis; dan menyajikan laporan meliputi proses, hasil, dan kesimpulan secara lisan.

Sedangkan metode pembelajaran adalah suatu cara atau prosedur yang digunakan untuk mencapai KD dan tujuan pembelajaran. Setiap tahapan pada pendekatan saintifik dapat menggunakan beberapa metode pembelajaran yang tepat. Berbagai metode pembelajaran yang dapat digunakan oleh guru antara lain metode ceramah, diskusi, bermain peran, kerja kelompok, demonstrasi, simulasi atau urun pendapat. Penjelasan lebih detail tentang strategi pembelajaran terdapat pada modul kompetensi pedagogik *grade* dua (2).

g. Langkah-langkah pembelajaran dalam RPP mencakup tiga kegiatan utama, yaitu:

1) Pendahuluan

Kegiatan pendahuluan berisi kegiatan sebelum materi pokok disampaikan kepada peserta didik. Kegiatan ini bertujuan untuk menyiapkan peserta didik sebelum pembelajaran yang sesungguhnya dimulai. Kegiatan pendahuluan antara lain meliputi:

- a) mengkondisikan suasana belajar yang menyenangkan agar peserta didik fokus pada pembelajaran;
- b) mereview kompetensi yang sudah dipelajari dan mengkaitkannya dengan kompetensi yang akan dipelajari;
- c) menyampaikan kompetensi yang akan dipelajari dan tujuan pembelajaran yang harus dicapai, serta manfaatnya dalam kehidupan sehari-hari
- d) menjelaskan struktur materi dan cakupannya, serta kegiatan dan penilaian yang akan dilakukan

2) Inti

Kegiatan inti merupakan kegiatan utama yang direncanakan selama proses pembelajaran untuk pencapaian kompetensi dasar dan tujuan pembelajaran. Diharapkan seorang dapat merencanakan kegiatan belajar yang interaktif, inspiratif, menyenangkan, menantang, dan memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat dan perkembangan fisik serta psikologis peserta didik.

Kegiatan inti direncanakan berdasarkan model, pendekatan dan metode pembelajaran yang dipilih. Dengan demikian urutan kegiatan inti disusun berdasarkan langkah kerja (*syntax*) model pembelajaran yang dipilih dan mensinkronkan atau menyesuaikannya dengan lima (5) tahap pendekatan saintifik, yaitu mengamati, menanya, mengumpulkan informasi/mencoba,

menalar dan mengkomunikasikan.

3) Penutup

Kegiatan penutup merupakan kegiatan penguatan dan tindak lanjut untuk pertemuan berikutnya. Kegiatan penutup terdiri atas dua jenis kegiatan, yaitu:

- a) Kegiatan guru bersama peserta didik, antara lain:
 - (1) membuat rangkuman/simpulan pelajaran
 - (2) melakukan refleksi terhadap kegiatan yang sudah dilaksanakan;
 - (3) memberikan umpan balik terhadap proses dan hasil pembelajaran; dan
- b) Kegiatan guru yaitu:
 - (1) melakukan penilaian, baik yang bersifat formatif maupun sumatif
 - (2) merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; dan
 - (3) menyampaikan rencana pembelajaran pada pertemuan berikutnya.

- h. Menentukan Alat, Bahan, Media, dan Sumber Belajar disesuaikan dengan kegiatan pembelajaran yang telah direncanakan dalam langkah proses pembelajaran, baik yang dilaksanakan di kelas maupun di luar kelas.

Untuk memudahkan pemahaman guru, berikut penjelasan pengertian alat, bahan, media dan sumber belajar.

- 1) Alat adalah peralatan atau perangkat keras yang digunakan untuk menyampaikan pesan selama proses pembelajaran, seperti LCD projector, *video player*, *speaker* atau peralatan lainnya.

- 2) Bahan adalah buku, modul atau bahan cetak lainnya yang digunakan sebagai referensi pendukung pencapaian KD dan Tujuan Pembelajaran.
- 3) Media adalah segala sesuatu yang mengandung pesan yang dapat merangsang *pikiran, perasaan, perhatian* dan minat peserta didik, antara lain bahan paparan, CD interaktif, atau program video.
- 4) Sedangkan sumber belajar adalah segala sesuatu yang dapat dijadikan sebagai sumber belajar, antara lain lingkungan sekitar, perpustakaan atau pakar yang diundang untuk berbagi pengetahuan dan keterampilan.

Untuk kegiatan praktik, bahan-bahan dan peralatan yang digunakan selama praktik juga perlu disebutkan. Untuk membedakan dengan alat dan bahan yang telah disebutkan di atas, guru dapat menambahkannya dengan kata 'praktik', sehingga istilahnya menjadi alat praktik dan bahan praktik.

- i. Pengembangan penilaian pembelajaran dilakukan dengan cara menentukan jenis/teknik penilaian, bentuk penilaian dan instrumen penilaian, serta membuat pedoman penskoran.

Jenis/teknik penilaian yang dipilih mengacu pada pencapaian indikator pencapaian kompetensi pada KD, baik untuk penilaian sikap, pengetahuan dan keterampilan. Setelah jenis/teknik penilaian dipilih, langkah selanjutnya adalah membuat instrumennya secara lengkap untuk ketiga aspek tersebut. Sekaligus membuat pedoman penskoran untuk menentukan keberhasilan yang dicapai setiap peserta didik.

Setelah penilaian dilaksanakan, guru harus segera menentukan strategi pembelajaran untuk remedial dan pengayaan bagi peserta didik yang membutuhkannya.

Penjelasan lebih detail tentang penilaian terdapat pada modul kompetensi pedagogik *grade 9*.

Selain menyusun RPP, kurikulum 2013 mewajibkan guru untuk melakukan pengintegrasian materi dengan muatan lokal dan kegiatan ekstrakurikuler wajib kepramukaan.

Materi pembelajaran terkait muatan lokal diatur dalam Peraturan Menteri Pendidikan dan Kebudayaan Nomor 79 Tahun 2014 tentang Muatan Lokal Kurikulum 2013. Muatan pembelajaran terkait muatan lokal berupa bahan kajian terhadap keunggulan dan kearifan daerah tempat tinggalnya. Muatan lokal pada umumnya diintegrasikan ke dalam matapelajaran seni budaya, prakarya, dan/atau pendidikan jasmani, olahraga, dan kesehatan. Akan tetapi muatan lokal juga dapat diintegrasikan ke matapelajaran lainnya agar pembelajaran lebih kontekstual dan bermakna sesuai dengan lingkungan sekitar atau topik kekinian.

Prosedur Pelaksanaan Model Aktualisasi Kurikulum 2013 Pendidikan Kepramukaan sebagai Ekstrakurikuler Wajib sebagaimana diatur dalam Peraturan Menteri Pendidikan dan Kebudayaan Nomor 63 Tahun 2014, sebagai berikut:

- 1) Guru Kelas/Guru Mata Pelajaran mengidentifikasi muatan-muatan pembelajaran yang dapat diaktualisasikan di dalam kegiatan Kepramukaan.
- 2) Guru menyerahkan hasil identifikasi muatan-muatan pembelajaran kepada Pembina Pramuka untuk dapat diaktualisasikan dalam kegiatan Kepramukaan.
- 3) Setelah pelaksanaan kegiatan Kepramukaan, Pembina Pramuka menyampaikan hasil kegiatan kepada Guru kelas/Guru Mata Pelajaran.

D. Aktivitas Pembelajaran

1

Aktivitas Belajar

Petunjuk!

- a. Buat kelompok yang terdiri dari 3 – 5 orang.
- b. Anda diminta untuk mendiskusikan kemungkinan-kemungkinan yang terjadi apabila mengabaikan karakteristik yang perlu diperhatikan dalam merancang program pembelajaran.
- c. Hasil diskusi kelompok dipaparkan di depan kelas.

2

Aktivitas Belajar

Petunjuk!

- a. Buat kelompok yang terdiri dari 3 – 5 orang
- b. Anda diminta untuk mengkaji prinsip-prinsip perancangan pembelajaran
- c. Diskusikan penerapan prinsip-prinsip tersebut dalam perancangan pembelajaran.
- d. Hasil diskusi kelompok dipaparkan di depan kelas.

3

Aktivitas Belajar

Petunjuk!

- a. Siapkan RPP yang telah Anda susun sebelumnya
- b. Anda diminta untuk bertukar RPP dengan teman sejawat lainnya, yang mengampu bidang dan paket keahlian yang sama
- c. Kaji RPP tersebut dengan menggunakan lembar kerja Penelaahan RPP yang telah tersedia! (LK.01)
- d. Langkah pengkajian RPP sebagai berikut:
 - 1) Cermati format penelaahan RPP dan RPP yang akan dikaji
 - 2) Berikan tanda cek (✓) pada kolom 1, 2 atau 3 sesuai dengan skor yang diberikan

- 3) Skor diberikan dengan objektif sesuai dengan keadaan sesungguhnya
- 4) Berikan catatan khusus, terhadap kelebihan atau saran perbaikan setiap komponen RPP pada kolom catatan!
- 5) Jumlahkan skor seluruh komponen!
- 6) Penentuan nilai RPP menggunakan rumus:

$$\text{Nilai} = \frac{\text{Skor yang diperoleh}}{75} \times 100\%$$

PERINGKAT	NILAI
Amat Baik (AB)	$90 \leq A \leq 100$
Baik (B)	$75 \leq B < 90$
Cukup (C)	$60 \leq C < 75$
Kurang (K)	$K < 60$

- e. Paparkan hasil kajian, terutama kelemahan dan kelebihan yang menonjol pada RPP tersebut!

4 Aktivitas Belajar

Petunjuk!

- a. Buatlah RPP untuk satu pertemuan berdasarkan langkah penyusunan RPP sebagai berikut:
 - 1) Menganalisis keterkaitan SKL, KI, dan KD
 - 2) Menjabarkan indikator pencapaian kompetensi dan materi pembelajaran
 - 3) Memadukan pendekatan saintifik dengan model pembelajaran yang telah dipilih
 - 4) Menyusun RPP sesuai dengan format
 Hasil rancangan kegiatan pembelajaran yang merupakan perpaduan pendekatan saintifik dan model pembelajaran diurutkan menjadi kegiatan inti pada RPP
- b. Gunakan Lembar Kerja yang telah tersedia! (LK.02), (LK.03), (LK.04) dan (LK.05)

E. Latihan/Kasus/Tugas

Jawablah pertanyaan – pertanyaan di bawah ini dengan jelas dan singkat!

1. Jelaskan asumsi dasar atau karakteristik yang perlu diperhatikan dalam merancang pembelajaran!
2. Jelaskan prinsip-prinsip pembelajaran yang perlu diperhatikan dalam merancang pembelajaran!
3. Jelaskan pengertian Rencana Pelaksanaan Pembelajaran menurut bahasa sendiri!
4. Jelaskan perbedaan yang cukup signifikan antara kurikulum tahun 2006 dan kurikulum 2013, terutama dalam proses pembelajaran!

F. Rangkuman

Merancang program pembelajaran adalah kegiatan yang paling kreatif. Pada tahap ini seorang guru akan merancang kegiatan pembelajaran secara menyeluruh, termasuk pengembangan materi, strategi, media dan atau alat bantu, lembar kerja (job sheet), bahan ajar, tes dan penilaian.

Karakteristik yang perlu diperhatikan dalam merancang pembelajaran, antara lain: (1) merancang suatu pembelajaran harus bertujuan untuk membantu individu untuk belajar, (2) merancang pembelajaran ada tahapannya baik untuk jangka pendek maupun jangka panjang, (3) merancang pembelajaran adalah proses yang sistematis dalam mendesain pembelajaran dan berdampak pula terhadap perkembangan individu, (4) merancang pembelajaran harus dilaksanakan dengan menggunakan pendekatan sistem, (5) merancang pembelajaran harus berdasarkan pengetahuan tentang bagaimana seseorang dapat belajar.

Sedangkan prinsip – prinsip pembelajaran yang harus dipertimbangkan dalam merancang pembelajaran sebagai berikut:

- a. Respon baru diulang sebagai akibat dari respon yang diterima sebelumnya.

- b. Perilaku seseorang dapat dipengaruhi oleh akibat dari respon, kondisi atau tanda-tanda tertentu dalam bentuk komunikasi verbal dan komunikasi visual, serta perilaku di lingkungan sekitarnya.
- c. Perilaku yang dipengaruhi oleh kondisi atau tanda-tanda tertentu akan semakin berkurang frekuensinya apabila kurang bermakna di dalam kehidupan sehari-hari.
- d. Hasil belajar berupa respon terhadap kondisi atau tanda-tanda yang terbatas akan ditransfer ke dalam situasi baru yang terbatas pula.
- e. Belajar menggeneralisasikan dan membedakan sesuatu merupakan dasar untuk belajar sesuatu yang lebih kompleks.
- f. Kondisi mental peserta didik ketika belajar akan mempengaruhi perhatian dan ketekunan mereka selama proses pembelajaran berlangsung.
- g. Untuk belajar sesuatu yang kompleks dapat diatasi dengan pemilahan kegiatan dan penggunaan visualisasi.
- h. Belajar cenderung lebih efisien dan efektif, apabila peserta didik diinformasikan mengenai kemajuan belajarnya dan langkah berikutnya yang harus mereka kerjakan.
- i. Peserta didik adalah individu unik yang memiliki kecepatan belajar yang berbeda antara satu dengan lainnya.
- j. Dengan persiapan yang baik, setiap peserta didik dapat mengembangkan kemampuannya dalam mengorganisasikan kegiatan belajarnya sendiri untuk mencapai hasil belajar yang diharapkan.

Langkah Penyusunan RPP diatur sebagai berikut.

- a. Mengkaji silabus kurikulum 2013 sesuai dengan matapelajaran yang diampu.
- b. Penulisan identitas sekolah, mata pelajaran, kelas dan semester, materi pokok, serta alokasi waktu.
- c. Pengisian kolom KI dan KD, pastikan diambil dari sumbernya dan bukan dari draft silabus atau RPP yang sudah ada, karena ada kemungkinan KI dan KD tersebut salah dan bukan dari dokumen final
- d. Tujuan pembelajaran dirumuskan berdasarkan kompetensi dasar dari kompetensi inti untuk aspek pengetahuan (KD dari KI-3) dan kompetensi dasar dari kompetensi inti untuk aspek keterampilan (KD dari KI-4) dengan

mengaitkan kompetensi dasar dari kompetensi inti untuk aspek spiritual (KD dari KI-1) dan kompetensi dasar dari kompetensi inti untuk aspek sosial (KD dari KI-2),

- e. Materi Pembelajaran merupakan penjabaran atau uraian sub materi atau topik dari materi pokok yang akan dipelajari peserta didik selama pertemuan pembelajaran.
- f. Model, Pendekatan dan Metode pembelajaran yang dipilih harus mempertimbangkan indikator pencapaian kompetensi pada KD dan Tujuan Pembelajaran.
- g. Menyusun langkah-langkah pembelajaran mencakup tiga kegiatan utama, yaitu kegiatan pendahuluan, kegiatan inti dan kegiatan penutup.
- h. Menentukan Alat, Bahan, Media, dan Sumber Belajar disesuaikan dengan kegiatan pembelajaran yang telah direncanakan dalam langkah proses pembelajaran.
- i. Pengembangan penilaian pembelajaran dilakukan dengan cara menentukan jenis/teknik penilaian, bentuk penilaian dan instrumen penilaian, serta membuat pedoman penskoran.

G. Umpan Balik dan Tindak Lanjut

- 1. Apabila menemukan hal-hal yang kurang jelas ketika membaca materi, mengerjakan latihan atau mengerjakan evaluasi tanyakan pada fasilitator atau instruktur Anda.
- 2. Cocokkan jawaban evaluasi yang Anda kerjakan dengan jawaban yang diberikan oleh fasilitator atau instruktur Anda.
- 3. Apabila jawaban Anda masih salah atau kurang lengkap, pelajari kembali modul ini sampai Anda dapat menjawab pertanyaan dengan benar.
- 4. Apabila seluruh pertanyaan sudah terjawab dengan benar, Anda dapat melanjutkan ke kegiatan pembelajaran berikutnya.



Kegiatan Pembelajaran 2:

Pelaksanaan Pembelajaran

A. Tujuan

Setelah mempelajari kegiatan pembelajaran 2, diharapkan Anda dapat melaksanakan pembelajaran yang mendidik di kelas, di laboratorium, dan di lapangan dengan memperhatikan standar keamanan yang dipersyaratkan, termasuk mengambil keputusan transaksional dalam pembelajaran yang diampu sesuai dengan situasi yang berkembang.

B. Indikator Pencapaian Kompetensi

Anda dinyatakan telah menguasai kompetensi pada kegiatan pembelajaran ini apabila telah menunjukkan kinerja sebagai berikut:

1. Menjelaskan perbedaan kegiatan pendahuluan, kegiatan inti dan kegiatan penutup
2. Menjelaskan pentingnya peran guru dalam menciptakan komunikasi efektif dalam pelaksanaan pembelajaran
3. Mengkaji dampak yang akan terjadi apabila guru lalai menciptakan lingkungan belajar yang memenuhi standar kesehatan, keselamatan dan keamanan kerja
4. Melaksanakan pembelajaran berdasarkan RPP yang telah disusun
5. Mengambil keputusan transaksional yang tepat dalam proses pembelajaran

C. Uraian Materi

1. Pendahuluan

Ketika proses pembelajaran dimulai, guru melaksanakan apa yang telah direncanakan pada RPP. Apabila tidak membuat RPP, maka sesungguhnya guru belum memiliki persiapan untuk memfasilitasi

pembelajaran bagi peserta didiknya. Apabila tanpa persiapan pada umumnya proses pembelajaran kurang efektif, karena guru hanya sibuk pada materi yang disampaikan tanpa memperdulikan keberadaan peserta didik sampai pertemuan berakhir. Padahal proses belajar akan efektif apabila guru menerapkan model dan pendekatan pembelajaran yang menantang peserta didik untuk berpartisipasi aktif dalam proses pembelajaran. Model dan pendekatan pembelajaran tersebut harus direncanakan dalam RPP sebelum pembelajaran berlangsung.

Pada pelaksanaan pembelajaran sesungguhnya guru mengimplementasikan RPP ke dalam proses pembelajaran nyata, baik yang dilaksanakan di kelas maupun di luar kelas. Ketika melaksanakan pembelajaran itulah yang merupakan tujuan dari mengapa RPP perlu disusun.

Dalam melaksanakan pembelajaran guru perlu mengoptimalkan perannya sebagai pemimpin dalam melaksanakan pembelajaran di kelas. Kepemimpinan guru di kelas merupakan wujud dari kompetensi yang dimiliki oleh guru, yaitu kompetensi profesional, pedagogik, sosial dan kepribadian.

Pada kegiatan pembelajaran ini, akan dibahas tentang hal-hal yang perlu diperhatikan oleh guru ketika melaksanakan atau menyampaikan pembelajaran, serta peran guru dalam melaksanakan kepemimpinan transaksional.

2. Implementasi RPP

Berdasarkan RPP yang telah disusun, maka tahap pelaksanaan pembelajaran adalah sebagai berikut:

a. Kegiatan Pendahuluan

Pada awal pertemuan guru melaksanakan apa yang sudah direncanakan pada kegiatan pendahuluan. Kegiatan pendahuluan boleh saja disampaikan secara tidak berurutan, akan tetapi semua kegiatan tersebut perlu disampaikan ke peserta didik, yaitu:

- 1) memberi salam atau menyapa atau hal lainnya untuk menciptakan suasana belajar yang menyenangkan agar peserta didik fokus pada pembelajaran
- 2) menanyakan kembali kompetensi yang sudah dipelajari dan mengkaitkannya dengan kompetensi yang akan dipelajari;
- 3) menyampaikan kompetensi yang akan dipelajari dan tujuan pembelajaran yang harus dicapai, serta manfaatnya dalam kehidupan sehari-hari
- 4) menjelaskan struktur materi dan cakupannya, serta kegiatan dan penilaian yang akan dilakukan

b. Kegiatan Inti

Pada kegiatan inti guru melaksanakan model, pendekatan dan metode pembelajaran yang telah disusun pada kegiatan inti dalam RPP. Urutan kegiatan yang dilakukan oleh guru berdasarkan langkah kerja (*syntax*) model pembelajaran yang dipilih dan menyesuaikannya dengan lima (5) tahap pendekatan saintifik, yaitu mengamati, menanya, mengumpulkan informasi/mencoba, menalar dan mengkomunikasikan.

Dengan demikian tuntutan untuk menyelenggarakan kegiatan belajar yang interaktif, inspiratif, menyenangkan, menantang, dan memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat dan perkembangan fisik serta psikologis peserta didik dapat terwujud.

c. Penutup

Pada kegiatan penutup guru melakukan kegiatan penguatan dan tindak lanjut untuk pertemuan berikutnya. Sama halnya dengan kegiatan pendahuluan, kegiatan penutup boleh dilakukan tidak berurutan. Kegiatan penutup yang dapat dilakukan guru adalah:

- 1) membuat rangkuman/simpulan pelajaran bersama dengan peserta didik.

- 2) melakukan refleksi terhadap kegiatan yang sudah dilaksanakan bersama peserta didik;
- 3) memberikan umpan balik terhadap proses dan hasil pembelajaran peserta didik;
- 4) melakukan penilaian, baik yang bersifat formatif maupun sumatif
- 5) menjelaskan rencana kegiatan tindak lanjut dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; dan
- 6) menyampaikan rencana pembelajaran pada pertemuan berikutnya

3. Peran Komunikasi

Walaupun pelaksanaan pembelajaran sudah direncanakan dalam RPP bukan berarti tanpa hambatan. Komunikasi memiliki peran cukup penting dalam pelaksanaan atau penyampaian pembelajaran. Komunikasi efektif dapat terjadi apabila informasi yang disampaikan oleh guru dapat diterima dengan jelas dan mudah dipahami oleh peserta didik, dan begitu pula sebaliknya. Dalam proses pembelajaran, komunikasi efektif tidak hanya diperlukan antara guru dan peserta didik saja, tetapi juga antara peserta didik agar terjadi interaksi belajar yang saling menguntungkan.

Peran seorang guru dalam melaksanakan komunikasi efektif dalam pembelajaran sangat diperlukan, terutama dalam hal:

- a. Menghormati, mendengar dan belajar dari peserta didik
- b. Melibatkan peserta didik secara aktif dalam pembelajaran
- c. Memberikan materi dan informasi sesuai dengan tingkat pemahaman peserta didik
- d. Memberikan informasi dan contoh yang jelas agar dapat dipahami oleh peserta didik
- e. Mendorong peserta didik untuk mencoba keterampilan dan ide baru.
- f. Memberikan pertanyaan kepada peserta untuk mendorong mereka untuk berpikir

- g. Melaksanakan kegiatan yang memungkinkan peserta didik untuk melakukan evaluasi, refleksi, debat dan diskusi, dan membimbing mereka untuk saling mendengar dan belajar dari orang lain.
- h. Memberikan umpan balik segera.

Strategi yang dapat digunakan oleh guru agar peserta didik mengerti dan terlibat dalam proses pembelajaran, antara lain:

- a. Memberikan perhatian dan umpan balik kepada peserta didik agar mereka juga memberikan perhatian yang sama terhadap informasi atau pesan yang disampaikan.
- b. Menggunakan berbagai teknik bertanya sesuai dengan tujuan yang akan dicapai. Hal ini sejalan dengan tahap menanya pada pendekatan saintifik. Berikut adalah teknik bertanya yang dapat digunakan oleh guru:
 - 1) Pertanyaan langsung ditujukan kepada peserta didik untuk mengecek pemahaman, baik pertanyaan yang bersifat terbuka maupun tertutup, yang perlu diperhatikan oleh guru adalah pertanyaan tersebut hanya untuk tujuan positif. Hal tersebut untuk menghindari rasa tersinggung yang mungkin dirasakan oleh peserta didik.
 - 2) Pertanyaan menggali diperlukan untuk mendapatkan informasi lebih dalam. Pertanyaan ini dapat digunakan sebelum peserta didik melakukan diskusi.
 - 3) Pertanyaan hipotesa adalah bentuk pertanyaan yang digunakan untuk mengungkapkan pemecahan masalah apabila terjadi sesuatu di luar rencana. Bagaimana seseorang memecahkan masalah yang dihadapinya merupakan tujuan utama dari bentuk pertanyaan ini.
- c. Memberikan umpan balik segera yang bersifat membangun (konstruktif) atau yang dikenal dengan umpan balik positif berdampak pada keberhasilan proses pembelajaran. Beberapa hal yang perlu diperhatikan dalam memberikan umpan balik, antara lain:

- 1) Dimulai dengan menyampaikan hal-hal yang positif, kemudian menyampaikan hal-hal yang perlu diperbaiki, dan diakhiri dengan hal-hal yang positif kembali.
 - 2) Mempertimbangkan perasaan peserta didik setelah menerima umpan balik, jangan membuat mereka merasa tidak nyaman.
 - 3) Berikan umpan balik pada saat dan pada tempat yang baik.
 - 4) Pastikan peserta didik memahami umpan balik yang diberikan
 - 5) Fokuskan pada apa yang dikerjakan peserta didik, dan bukan pada individu peserta didik.
 - 6) Fokuskan umpan balik pada poin-poin utama, jangan terlalu banyak memberikan umpan balik untuk hal-hal yang kurang relevan
 - 7) Umpan balik diberikan secara seimbang, tentang kelebihan dan kelemahan peserta didik
 - 8) Untuk umpan balik yang bersifat khusus, sebaiknya tidak disampaikan di depan kelas, tetapi cukup disampaikan kepada peserta didik bersangkutan untuk menjaga kerahasiaan.
- d. Peserta didik memiliki keragaman sosial dan budaya serta memiliki keunikan masing-masing. Oleh karena itu guru perlu memberi perhatian dan perlakuan yang adil bagi setiap peserta didik, terutama memberi kesempatan yang sama untuk berkontribusi dan berpartisipasi dalam proses pembelajaran.

Keunikan yang dimiliki setiap individu peserta didik menuntut guru untuk memperhatikan kebutuhan setiap individu, terutama untuk memenuhi kebutuhan khusus bagi peserta didik. Untuk memenuhi kebutuhan khusus tersebut, seorang guru dapat melakukannya dengan cara antara lain:

- a. Memberikan kesempatan yang sama
- b. Menggunakan pendekatan kooperatif atau kerjasama dalam pembelajaran
- c. Mendukung setiap kontribusi yang diberikan peserta didik
- d. Menciptakan kesempatan untuk berpartisipasi dan sukses

- e. Memodifikasi prosedur, kegiatan dan penilaian sesuai dengan kebutuhan peserta didik.

Untuk memenuhi kebutuhan individu, terutama bagi peserta didik yang membutuhkan waktu yang lebih lama untuk belajar, seorang guru berkewajiban untuk memberikan perlakuan tertentu bagi individu tersebut. Seorang guru dapat memberikan bimbingan melalui pembelajaran remedial, yang dapat dilaksanakan di dalam atau di luar jam pelajaran. Sebaliknya bagi peserta didik yang telah menyelesaikan pembelajarannya lebih cepat dari waktu yang ditentukan, guru wajib memberikan materi tambahan melalui pengayaan pembelajaran.

Penjelasan lebih lengkap tentang komunikasi terdapat pada modul kompetensi pedagogik *grade* tujuh (7), dan tentang pembelajaran remedial dan pengayaan dijelaskan lebih rinci pada modul kompetensi pedagogik *grade* sembilan (9).

4. Keputusan Transaksional

Selain guru perlu menerapkan komunikasi efektif dalam pelaksanaan pembelajaran sebagaimana telah dijelaskan diawal, guru perlu memiliki kemampuan terkait dengan pengelolaan kelas. Kemampuan guru untuk memastikan suasana kelas yang kondusif sehingga proses pembelajaran berjalan lancar merupakan kepemimpinan transaksional yang perlu dimiliki oleh guru sebagai pemimpin.

Sebelumnya telah dijelaskan bahwa guru melaksanakan tiga (3) tahap kegiatan pembelajaran, yaitu kegiatan pendahuluan, kegiatan inti dan kegiatan penutup. Pada kegiatan pendahuluan dimana guru menyampaikan tujuan pembelajaran, sesungguhnya guru menyampaikan keinginan dan harapannya, serta memastikan seluruh peserta didik memiliki harapan yang sama terhadap materi yang dipelajari. Hal tersebut merupakan langkah awal menuju kepemimpinan transaksional yang efektif.

Langkah selanjutnya dalam menjalankan kepemimpinan transaksional adalah menjaga agar situasi kelas terkendali. Guru diharapkan dapat mengendalikan suasana kelas apabila terjadi pelanggaran disiplin atau gangguan-gangguan yang menyebabkan proses pembelajaran terhambat. Kemampuan guru dalam menghadapi siswa yang tidak fokus atau tidak memiliki perhatian, suka menyela, mengalihkan pembicaraan atau mengganggu kegiatan belajar dipertaruhkan untuk menjaga wibawa guru sebagai pemimpin dalam proses pembelajaran. Oleh karena itu guru perlu menerapkan aturan yang jelas selama proses pembelajaran berlangsung, beserta konsekuensi atas kepatuhan dan pelanggaran aturan tersebut. Aturan dalam proses pembelajaran berbeda dengan tata tertib sekolah tetapi juga bukan aturan yang bertentangan dengan tata tertib sekolah. Aturan yang dimaksud disini adalah aturan yang dibuat oleh guru dan peserta didik agar proses pembelajaran berjalan lancar tanpa hambatan. Sebagai contoh tidak diperbolehkan menerima panggilan atau memainkan *gadget* yang tidak berhubungan dengan materi yang dipelajari atau menyontek pekerjaan orang lain.

Agar aturan berjalan efektif, maka guru perlu memperhatikan beberapa hal, antara lain:

- a. Aturan dibuat dengan jelas, dan dinyatakan dalam bentuk kalimat positif tentang apa yang seharusnya dilakukan, bukan apa yang tidak boleh dilakukan.
- b. Aturan dibuat sesedikit mungkin dan fokus pada sikap, perilaku dan nilai-nilai yang dijunjung tinggi, serta kelancaran proses pembelajaran.
- c. Peserta didik ikut terlibat dalam pembuatan aturan tersebut.
- d. Informasikan tentang aturan tersebut pada awal pelajaran dan jelaskan mengapa perlu ada aturan yang disepakati bersama
- e. Aturan diberlakukan bagi semua peserta didik dan guru tanpa terkecuali.

Setelah aturan disusun, guru juga perlu membicarakan ganjaran yang diberikan bagi peserta didik yang mematuhi dan melanggar aturan tersebut. Aturan ini dapat dikaitkan dengan sikap yang harus dinilai oleh

guru selama proses pembelajaran. Peserta didik yang mematuhi aturan dan rajin akan mendapat ganjaran sesuai dengan perilakunya. Begitu pula sebaliknya.

Selama proses pembelajaran, tugas guru adalah memantau dan memastikan proses pembelajaran terkendali dan berjalan sesuai rencana. Apabila terjadi hal-hal yang tidak diinginkan atau pelanggaran aturan maka guru harus dapat mengatasinya dengan mengambil keputusan yang tepat agar kejadian dan pelanggaran tersebut tidak terulangi lagi dan proses pembelajaran berjalan lancar.

Peran guru yang tidak dapat digantikan oleh media pembelajaran apapun sesungguhnya adalah peran guru dalam memberikan perhatian dan kepedulian kepada peserta didiknya agar menguasai kompetensi dan mencapai tujuan pembelajaran. Untuk dapat menjalankan perannya sebagai pemimpin transaksional dalam pembelajaran, guru harus memiliki perhatian dan kepedulian yang tinggi terhadap keberhasilan belajar peserta didik. Kesabaran guru yang tanpa batas diperlukan untuk memberikan perhatian dan perlakuan tertentu kepada peserta didik yang memiliki perilaku yang menyimpang, tidak disiplin atau perilaku lainnya yang menghambat proses pembelajaran. Tugas guru sebagai pemimpin transaksional adalah membimbing dan mendidik peserta didik ke arah perilaku yang lebih baik, tidak hanya memastikan proses pembelajaran berlangsung tertib dan terkendali, akan tetapi memastikan setiap peserta didik dapat berhasil sesuai potensinya masing-masing.

5. Lingkungan Belajar

Di dalam melaksanakan pembelajaran, seorang guru harus menciptakan lingkungan belajar yang nyaman, sehat dan aman, terutama ketika melaksanakan pembelajaran di ruang praktik. Beberapa persyaratan yang diperlukan antara lain:

- a. Ruang yang cukup untuk bergerak
- b. Temperatur yang nyaman untuk belajar
- c. Penerangan dan ventilasi yang baik

- d. Aman dari aspek kesehatan dan keamanan.
- e. Tersedianya peralatan keselamatan yang cukup memadai untuk peserta didik (disesuaikan dengan kebutuhan masing-masing ruang praktik).

Aspek kesehatan dan keselamatan perlu diperhatikan oleh guru untuk mengurangi atau menghindari kecelakaan kerja yang mungkin terjadi, terutama ketika melaksanakan kegiatan praktik di bengkel, dapur atau ruang praktik lainnya. Langkah yang dapat dilakukan oleh guru terkait aspek kesehatan dan keselamatan kerja, antara lain:

- a. menyiapkan prosedur kerja sesuai persyaratan kesehatan dan keselamatan kerja.
- b. Informasikan kepada peserta didik untuk memperhatikan prosedur kerja sesuai dengan standar kesehatan dan keselamatan kerja.
- c. Menyiapkan gambar atau poster tentang apa yang tidak boleh dilakukan untuk menghindari bahaya yang mungkin terjadi.
- d. Menyediakan standar peralatan kesehatan dan keselamatan kerja.
- e. Menyediakan kotak Pertolongan Pertama Pada Kecelakaan (P3K).
- f. Memiliki nama dan nomor telepon yang bisa dihubungi apabila terjadi kecelakaan.
- g. Memiliki kartu perawatan dan perbaikan terutama untuk peralatan yang beresiko tinggi penyebab terjadinya kecelakaan kerja.
- h. Melakukan perawatan dan perbaikan secara rutin untuk memastikan peralatan dalam kondisi baik.

Kesehatan dan keselamatan kerja adalah tanggung jawab bersama antara guru, peserta didik dan warga sekolah lainnya. Kesadaran akan kesehatan dan keselamatan kerja perlu dipahami oleh semua pihak. Apabila melihat sesuatu yang membahayakan atau melihat kejadian yang menimpa seseorang, ada dua (2) hal yang perlu dilakukan, yaitu: (a) melaporkan segera, dan (b) berbuat sesuatu untuk meringankan atau mengurangi kemungkinan bahaya yang lebih besar.

Kesehatan dan keselamatan kerja diawali dengan melakukan hal berikut, yaitu: (1) meletakkan bahan dan peralatan pada tempatnya dengan rapih,

agar mudah dikenali; (2) meletakkan peralatan keselamatan kerja pada area yang mudah dijangkau; (3) menggunakan peralatan sesuai dengan fungsi dan prosedur kerja.

D. Aktivitas Pembelajaran

1

Aktivitas Belajar

Petunjuk!

- a. Berdasarkan RPP yang telah dibuat pada kegiatan pembelajaran sebelumnya, Anda diminta untuk mempraktikkannya dalam proses pembelajaran yang sesungguhnya.
- b. Mintalah rekan sejawat untuk mengamati dan menilai, apakah proses pembelajaran sudah dilaksanakan sesuai dengan prinsip-prinsip pembelajaran dan sesuai dengan RPP!
- c. Gunakan Lembar Kerja 'INSTRUMEN PENILAIAN PELAKSANAAN PEMBELAJARAN' (LK.06)

2

Aktivitas Belajar

Petunjuk!

1. Buat kelompok yang terdiri atas 5 – 6 orang. Satu orang perwakilan kelompok diminta untuk mengirim pesan dalam bentuk tulisan atau gambar yang sudah disiapkan oleh fasilitator.
2. Cara penyampaian pesan sebagai berikut:
 - a. Pengirim pesan berdiri membelakangi kelompoknya
 - b. Kemudian pengirim pesan memberi penjelasan terhadap pesan tersebut
3. Masing-masing anggota kelompok menggambarkan apa yang dijelaskan oleh pengirim pesan pada selembar kertas tanpa berbicara atau bertanya dengan pengirim pesan tersebut.

4. Apabila seluruh anggota kelompok sudah membuat gambar atau ilustrasi, bandingkan gambar – gambar tersebut antara satu dengan lainnya.
5. Diskusikan dalam kelompok:
 - a. Mengapa gambar yang dihasilkan berbeda?
 - b. Apa yang menjadi penyebabnya?
 - c. Bagaimana mengatasi agar tidak terjadi pemahaman yang berbeda antara pengirim dan penerima pesan?

3

Aktivitas Belajar

Petunjuk!

- a. Buat kelompok yang terdiri atas 3 – 5 orang.
- b. Setiap anggota kelompok menyampaikan pengalamannya menghadapi peserta didik yang melakukan pelanggaran disiplin atau berperilaku yang menyebabkan proses pembelajaran terganggu.
- c. Pilih salah satu permasalahan yang dianggap penting untuk diselesaikan.
- d. Diskusikan alternatif pemecahan masalah tersebut!
- e. Paparkan hasil kerja kelompok di depan kelas!

4

Aktivitas Belajar

Petunjuk!

- a. Buat kelompok yang terdiri atas 3 – 5 orang.
- b. Masing-masing kelompok membuat perencanaan program kesehatan dan keselamatan kerja sesuai bidang keahlian masing-masing.
- c. Perencanaan program meliputi:
 - 1) Identifikasi kebutuhan peralatan pengaman terkait kesehatan dan keselamatan kerja, yang sudah tersedia dan belum tersedia pada ruang praktik
 - 2) Jadwal perawatan dan perbaikan peralatan
 - 3) Penyusunan prosedur kerja

- 4) Pembuatan gambar atau tulisan berupa peringatan terkait kesehatan dan keselamatan kerja
- d. Paparkan hasil kerja kelompok di depan kelas!

E. Latihan/Kasus/Tugas

Jawablah pertanyaan – pertanyaan di bawah ini dengan jelas dan singkat!

1. Jelaskan perbedaan kegiatan pendahuluan, kegiatan inti dan kegiatan penutup.
2. Jelaskan pentingnya peran guru dalam menciptakan komunikasi efektif dalam pelaksanaan pembelajaran.

F. Rangkuman

Berdasarkan RPP yang telah disusun, maka tahap pelaksanaan pembelajaran adalah sebagai berikut:

1. Kegiatan Pendahuluan, mencakup:
 - a. memberi salam atau hal lainnya untuk menciptakan suasana belajar yang menyenangkan;
 - b. menanyakan kembali kompetensi yang sudah dipelajari dan mengkaitkannya dengan kompetensi yang akan dipelajari;
 - c. menyampaikan kompetensi dan tujuan pembelajaran, serta manfaatnya dalam kehidupan sehari-hari;
 - d. menjelaskan struktur materi, kegiatan dan penilaian yang akan dilakukan

2. Kegiatan Inti

Pada kegiatan inti guru melaksanakan model, pendekatan dan metode pembelajaran yang telah disusun pada kegiatan inti dalam RPP. Urutan kegiatan yang dilakukan oleh guru berdasarkan langkah kerja (syntax) model pembelajaran yang dipilih dan menyesuaikannya dengan lima (5) tahap pendekatan saintifik, yaitu mengamati, menanya, mengumpulkan informasi/mencoba, menalar dan mengkomunikasikan.

3. Penutup, kegiatan penutup yang dapat dilakukan guru adalah:

- a. membuat rangkuman/simpulan pelajaran.
- b. melakukan refleksi terhadap kegiatan yang sudah dilaksanakan;
- c. memberikan umpan balik terhadap proses dan hasil pembelajaran;
- d. melakukan penilaian, baik yang bersifat formatif maupun sumatif;
- e. menjelaskan rencana kegiatan tindak lanjut ; dan
- f. menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Walaupun pelaksanaan pembelajaran sudah direncanakan dalam RPP bukan berarti tanpa hambatan. Komunikasi memiliki peran cukup penting dalam pelaksanaan atau penyampaian pembelajaran. Peran seorang guru dalam melaksanakan komunikasi efektif dalam pembelajaran sangat diperlukan, terutama dalam hal:

1. Menghormati, mendengar dan belajar dari peserta didik
2. Melibatkan peserta didik secara aktif dalam pembelajaran
3. Memberikan materi dan informasi sesuai dengan tingkat pemahaman peserta didik
4. Memberikan informasi dan contoh yang jelas agar dapat dipahami oleh peserta didik
5. Mendorong peserta didik untuk mencoba keterampilan dan ide baru.
6. Memberikan pertanyaan kepada peserta untuk mendorong mereka untuk berpikir
7. Melaksanakan kegiatan yang memungkinkan peserta didik untuk melakukan evaluasi, refleksi, debat dan diskusi, dan membimbing mereka untuk saling mendengar dan belajar dari orang lain.
8. Memberikan umpan balik segera.

Selain guru perlu menerapkan komunikasi efektif dalam pelaksanaan pembelajaran, guru perlu memiliki kemampuan terkait dengan pengelolaan kelas. Kemampuan guru untuk memastikan suasana kelas yang kondusif sehingga proses pembelajaran berjalan lancar merupakan kepemimpinan transaksional yang perlu dimiliki oleh guru sebagai pemimpin.

Pada kegiatan pendahuluan dimana guru menyampaikan tujuan pembelajaran, sesungguhnya guru menyampaikan keinginan dan harapannya, serta memastikan seluruh peserta didik memiliki harapan yang sama terhadap materi yang dipelajari. Hal tersebut merupakan langkah awal menuju kepemimpinan transaksional yang efektif. Langkah selanjutnya dalam menjalankan kepemimpinan transaksional adalah menjaga agar situasi kelas

terkendali. Salah satu cara untuk menghindari pelanggaran adalah dengan menerapkan aturan yang jelas selama proses pembelajaran berlangsung, beserta konsekuensi atas kepatuhan dan pelanggaran aturan tersebut.

Tugas guru sebagai pemimpin transaksional adalah membimbing dan mendidik peserta didik ke arah perilaku yang lebih baik, tidak hanya memastikan proses pembelajaran berlangsung tertib dan terkendali, akan tetapi memastikan setiap peserta didik dapat berhasil sesuai potensinya masing-masing.

Selain itu, seorang guru harus menciptakan lingkungan belajar yang nyaman, sehat dan aman, dengan memperhatikan aspek kesehatan dan keselamatan untuk mengurangi atau menghindari kecelakaan kerja yang mungkin terjadi, terutama ketika melaksanakan kegiatan praktik di bengkel, dapur atau ruang praktik lainnya.

G. Umpan Balik dan Tindak Lanjut

1. Apabila menemukan hal-hal yang kurang jelas ketika membaca materi, mengerjakan latihan atau mengerjakan evaluasi tanyakan pada fasilitator atau instruktur Anda.
2. Cocokkan jawaban evaluasi yang Anda kerjakan dengan jawaban yang diberikan oleh fasilitator atau instruktur Anda.
3. Apabila jawaban Anda masih salah atau kurang lengkap, pelajari kembali modul ini sampai Anda dapat menjawab pertanyaan dengan benar.
4. Untuk menambah pemahaman dan memperluas wawasan mengenai implementasi pelaksanaan pembelajaran, Anda dapat mempelajari materi pelatihan kurikulum 2013 yang dikeluarkan oleh Kementerian Pendidikan dan Kebudayaan. Terkait materi kesehatan dan keselamatan kerja terutama untuk ruang praktik, Anda dapat menggunakan standar yang digunakan di dunia usaha/dunia industri dan menyesuaikannya dengan ruang praktik di sekolah.
5. Apabila seluruh pertanyaan sudah terjawab dengan benar, Anda dapat melanjutkan ke kegiatan pembelajaran berikutnya.



Kunci Jawaban Latihan/Kasus/Tugas

Kegiatan Belajar 1

1. Karakteristik yang perlu diperhatikan dalam merancang pembelajaran, antara lain: (a) bertujuan untuk membantu individu untuk belajar, (b) ada tahapannya baik untuk jangka pendek maupun jangka panjang, (c) merupakan proses yang sistematis dalam mendesain pembelajaran dan berdampak pula terhadap perkembangan individu, (d) dilaksanakan dengan menggunakan pendekatan sistem, (5) berdasarkan pengetahuan tentang bagaimana seseorang dapat belajar.
2. Prinsip – prinsip pembelajaran yang harus dipertimbangkan dalam merancang pembelajaran sebagai berikut: (a) Respon baru diulang sebagai akibat dari respon sebelumnya, (b) Perilaku seseorang dapat dipengaruhi oleh akibat dari respon, kondisi atau tanda-tanda tertentu dalam bentuk komunikasi verbal/ visual, serta perilaku di lingkungan sekitarnya, (c) Perilaku yang dipengaruhi oleh kondisi atau tanda-tanda tertentu akan semakin berkurang frekuensinya apabila kurang bermakna di dalam kehidupan sehari-hari, (d) Hasil belajar berupa respon terhadap kondisi atau tanda-tanda yang terbatas akan ditransfer ke dalam situasi baru yang terbatas pula, (e) Belajar menggeneralisasikan dan membedakan sesuatu merupakan dasar untuk belajar sesuatu yang lebih kompleks, (f) Kondisi mental peserta didik ketika belajar akan mempengaruhi perhatian dan ketekunan mereka selama proses pembelajaran berlangsung, (g) Untuk belajar sesuatu yang kompleks dapat diatasi dengan pemilahan kegiatan dan penggunaan visualisasi, (h) Belajar cenderung lebih efisien dan efektif, apabila peserta didik diinformasikan mengenai kemajuan belajarnya dan langkah berikutnya yang harus mereka kerjakan, (i) Peserta didik adalah individu unik yang memiliki kecepatan belajar yang berbeda, (j) Dengan persiapan yang baik, setiap peserta didik dapat mengorganisasikan kegiatan belajarnya sendiri untuk mencapai hasil belajar yang diharapkan.
3. Rencana pelaksanaan pembelajaran merupakan pegangan bagi guru dalam melaksanakan pembelajaran baik di kelas, laboratorium, dan/atau lapangan

untuk setiap Kompetensi dasar, yang memuat sekurang-kurangnya tujuan pembelajaran, materi pembelajaran, metode pembelajaran, sumber belajar, dan penilaian hasil belajar.

4. Perbedaan yang cukup signifikan antara kurikulum tahun 2006 dan kurikulum 2013, terutama dalam proses pembelajaran, antara lain:
 - (a) Penerapan pendekatan saintifik meliputi proses pembelajaran: (1) mengamati; (2) menanya; (3) mengumpulkan informasi/mencoba; (4) menalar/mengasosiasi; dan (6) mengomunikasikan.
 - (b) Penerapan penilaian Autentik dan non-autentik untuk menilai Hasil Belajar. Bentuk penilaian Autentik mencakup penilaian berdasarkan pengamatan, tugas ke lapangan, portofolio, proyek, produk, jurnal, kerja laboratorium, dan unjuk kerja, serta penilaian diri. Penilaian Diri merupakan teknik penilaian sikap, pengetahuan, dan keterampilan yang dilakukan sendiri oleh peserta didik secara reflektif. Sedangkan bentuk penilaian non-autentik mencakup tes, ulangan, dan ujian

Kegiatan Belajar 2

1. Kegiatan Pendahuluan bertujuan untuk menyiapkan peserta didik sebelum pembelajaran yang sesungguhnya dimulai. Kegiatan inti merupakan kegiatan utama yang direncanakan selama proses pembelajaran untuk pencapaian kompetensi dasar dan tujuan pembelajaran. Sedangkan kegiatan penutup merupakan kegiatan penguatan dan tindak lanjut untuk pertemuan berikutnya.
2. Peran seorang guru dalam melaksanakan komunikasi efektif dalam pembelajaran sangat diperlukan, terutama dalam hal: (a) Menghormati, mendengar dan belajar dari peserta didik, (b) Melibatkan peserta didik secara aktif dalam pembelajaran, (c) Memberikan materi dan informasi sesuai dengan tingkat pemahaman peserta didik, (d) Memberikan informasi dan contoh yang jelas agar dapat dipahami oleh peserta didik, (e) Mendorong peserta didik untuk mencoba keterampilan dan ide baru, (f) Memberikan pertanyaan kepada peserta untuk mendorong mereka untuk berpikir, (g) Melaksanakan kegiatan yang memungkinkan peserta didik untuk melakukan evaluasi, refleksi, debat dan diskusi, dan membimbing mereka untuk saling mendengar dan belajar dari orang lain, (h) Memberikan umpan balik segera.



Evaluasi

Petunjuk

Jawablah pertanyaan di bawah ini dengan memberi tanda silang pada huruf A, B, C atau D sesuai dengan jawaban yang benar!

1. Di bawah ini adalah pernyataan tentang asumsi dalam merancang suatu pembelajaran:
 - 1) Pembelajaran berorientasi pada individu yang belajar
 - 2) Proses yang sistematis yang berdampak pada perkembangan individu.
 - 3) Berdasarkan pada pengembangan pengetahuan kemampuan guru
 - 4) Penggunaan pendekatan sistem, yang dimulai dari analisis kebutuhan.Asumsi yang paling tepat adalah...
 - A. Pernyataan 1, 2, dan 3
 - B. Pernyataan 2, 3 dan 4
 - C. Pernyataan 1. 2 dan 4
 - D. Pernyataan 1, 3 dan 4
2. Respon baru diulang sebagai akibat dari respon yang diterima sebelumnya. Penerapan prinsip ini dalam proses pembelajaran adalah...
 - A. Penjelasan terhadap tujuan pembelajaran
 - B. Pemberian umpan balik positif sesegera mungkin
 - C. Pemberian waktu yang cukup untuk belajar
 - D. Pemberian materi pembelajaran secara bertahap.
3. Rancangan pembelajaran adalah ...
 - A. Rencana pembelajaran yang harus dilaksanakan dan dievaluasi.
 - B. Melibatkan manusia yang belajar dengan karakteristik yang sama
 - C. Dilaksanakan secara konsisten sesuai dengan rencana awal
 - D. Pengorganisasian belajar sesuai dengan jadwal mengajar guru

4. Guru wajib menjelaskan tujuan pembelajaran yang harus dicapai oleh peserta didik. Tujuan utamanya adalah agar peserta didik dapat ...
 - A. mempersiapkan pembelajarannya sesuai dengan jadwal
 - B. mengorganisasikan pembelajarannya sesuai dengan kemampuan
 - C. mengetahui materi yang akan dipelajari selama proses pembelajaran
 - D. menyiapkan referensi yang diperlukan dalam proses pembelajaran

5. Pernyataan di bawah ini yang tepat tentang peserta didik adalah...
 - A. memiliki kecepatan belajar yang sama untuk mencapai tujuan
 - B. memerlukan media pembelajaran sesuai dengan keinginannya.
 - C. memerlukan pengelompokkan belajar sesuai dengan gaya belajar.
 - D. membutuhkan waktu yang berbeda untuk mencapai tujuan.

6. Pernyataan yang tepat dalam pengembangan RPP adalah ...
 - A. RPP dikembangkan sebelum awal semester, namun perlu diubah sesuai dengan tujuan pembelajaran.
 - B. RPP dikembangkan sebelum awal tahun pelajaran, namun perlu diperbaharui sebelum pembelajaran dilaksanakan
 - C. RPP dikembangkan sebelum awal semester, kemudian diimplementasikan dalam proses pembelajaran
 - D. RPP dikembangkan sebelum awal tahun pelajaran, kemudian diimplementasikan dalam proses pembelajaran.

7. Di bawah ini yang termasuk kegiatan pendahuluan adalah:
 - A. Merumuskan tujuan pembelajaran
 - B. mereview kompetensi yang akan dipelajari
 - C. memberikan umpan balik kepada peserta didik
 - D. mengkondisikan suasana belajar yang menyenangkan

8. Kegiatan penutup yang dapat dilakukan bersama dengan peserta didik adalah
 - A. melakukan penilaian, baik yang bersifat formatif maupun sumatif
 - B. merencanakan kegiatan tindak lanjut dalam bentuk remedial
 - C. melakukan refleksi terhadap kegiatan yang sudah dilaksanakan

- D. menyampaikan rencana pembelajaran pada pertemuan berikutnya
9. Pendekatan saintifik yang merupakan pendekatan berbasis proses keilmuan meliputi urutan tahapan ...
- A. Mengamati, mengumpulkan informasi, menanya, menalar, dan mengkomunikasikan
 - B. Mengamati, menanya, mengumpulkan informasi, menalar, dan mengkomunikasikan
 - C. Mengamati, menanya, menalar, mengumpulkan informasi, dan mengkomunikasikan
 - D. Mengamati, mengumpulkan informasi, menalar, mengkomunikasikan, dan menanya
10. Dalam menyusun RPP, diawali dengan langkah ...
- A. Menjabarkan indikator pencapaian kompetensi dan materi pembelajaran
 - B. Memadukan pendekatan saintifik dengan model pembelajaran yang telah dipilih
 - C. Menganalisis keterkaitan SKL, KI, dan KD
 - D. Menyusun RPP sesuai dengan format
11. Peran seorang guru dalam melaksanakan komunikasi efektif terkait dengan implementasi pendekatan saintifik dalam pembelajaran, terutama dalam hal:
- A. Menghormati, mendengar dan belajar dari peserta didik
 - B. Melibatkan peserta didik secara aktif dalam pembelajaran
 - C. Memberikan pertanyaan kepada peserta untuk mendorong mereka untuk berpikir
 - D. Melaksanakan kegiatan yang memungkinkan peserta didik untuk melakukan refleksi.

12. Pada kegiatan inti guru melaksanakan model dan pendekatan pembelajaran yang telah disusun dalam RPP. Pernyataan yang benar adalah ...
- A. Urutan kegiatan berdasarkan pendekatan saintifik dan menyesuaikannya dengan model pembelajaran yang dipilih.
 - B. Urutan kegiatan berdasarkan langkah kerja model pembelajaran yang dipilih dan menyesuaikannya dengan tahapan pendekatan saintifik.
 - C. Urutan kegiatan berdasarkan perpaduan tahapan pendekatan saintifik dan model pembelajaran yang dipilih.
 - D. Urutan kegiatan berdasarkan kegiatan pendahuluan, kegiatan inti dan kegiatan penutup berdasarkan tahapan pendekatan saintifik
13. Kegiatan 'menanya' merupakan kegiatan yang perlu difasilitasi oleh guru sebagai fasilitator. Tujuannya antara lain:
- A. Memantau peserta didik untuk pencapaian KD.
 - B. Mendorong peserta didik untuk berpikir.
 - C. Mengolah informasi yang dikumpulkan.
 - D. Menyajikan laporan hasil kegiatan.
14. Keputusan transaksional yang perlu diambil guru dalam proses pembelajaran, terutama diperlukan dalam hal ...
- A. Menciptakan suasana kelas yang kondusif.
 - B. Memilih media yang tepat untuk pembelajaran
 - C. Menyusun RPP sebelum melaksanakan pembelajaran
 - D. Melaksanakan penilaian untuk mengukur pencapaian tujuan
15. Upaya yang dapat dilakukan guru dalam melaksanakan kepemimpinan transaksional adalah ...
- A. Menggunakan strategi pembelajaran yang tepat
 - B. Memberikan hukuman fisik kepada peserta didik yang tidak disiplin
 - C. Memberikan nilai yang rendah untuk penilaian sikap
 - D. Membuat aturan main yang jelas dalam pembelajaran

16. Berikut adalah hal-hal yang dapat dilakukan oleh guru terkait dengan aspek kesehatan dan keselamatan kerja:

- 1) meletakkan bahan dan peralatan pada tempatnya dengan rapih
- 2) berbuat sesuatu untuk meringankan atau mengurangi kemungkinan bahaya yang lebih besar
- 3) meletakkan peralatan keselamatan kerja pada area yang mudah dijangkau;
- 4) menggunakan peralatan sesuai dengan fungsi dan prosedur kerja

Langkah awal yang dapat dilakukan oleh guru adalah:

- A. 1, 2, 3
- B. 2, 3, 4
- C. 1, 3, 4
- D. 1, 2, 4

17. Pernyataan berikut ini yang benar tentang sumber belajar adalah ...

- A. Sumber belajar merupakan bagian dari media pembelajaran
- B. Media pembelajaran merupakan bagian dari sumber belajar
- C. Sumber belajar dan media pembelajaran merupakan peralatan pendukung proses pembelajaran
- D. Sumber belajar meliputi semua pesan yang terkandung dalam media pembelajaran.

18. Media pembelajaran yang dapat menampilkan pesan secara visual, relatif murah dan menyajikan sesuatu objek secara realistik, merupakan kelebihan media ...

- A. Grafik
- B. Film
- C. Foto
- D. Slide

19. Berikut adalah pernyataan tentang media pembelajaran:

- 1) Tidak ada satu media yang cocok untuk semua materi
- 2) Setiap media memiliki karakteristiknya masing-masing
- 3) Media kompleks (canggih) efektif digunakan dalam pembelajaran

4) Ketersediaan biaya merupakan faktor utama dalam memilih media

Prinsip yang paling tepat digunakan untuk memilih media pembelajaran adalah ...

- A. 1, 2, 3
- B. 2, 3, 4
- C. 1, 2, 4
- D. 1, 3, 4

20. Perhatikan pernyataan di bawah ini:

- 1) Media pembelajaran yang digunakan sebaiknya disesuaikan dengan jumlah peserta didik.
- 2) Media pembelajaran yang digunakan sebaiknya disesuaikan dengan gaya belajar individu peserta didik
- 3) Penggunaan media pembelajaran disesuaikan dengan latar belakang peserta didik.
- 4) Penggunaan media pembelajaran disesuaikan dengan tingkat pemahaman peserta didik.

Pernyataan yang tepat digunakan terkait dengan kesesuaian penggunaan media pembelajaran dengan peserta didik adalah ...

- A. 1, 2, 3
- B. 2, 3, 4
- C. 1, 2, 4
- D. 1, 3, 4



Penutup

Modul Rancangan dan Pelaksanaan Pembelajaran membahas kompetensi inti pedagogik keempat, yaitu menyelenggarakan pembelajaran yang mendidik, dengan muatan materi: prinsip-prinsip perancangan pembelajaran, komponen-komponen rancangan pembelajaran, pelaksanaan pembelajaran, penggunaan media dan sumber belajar, serta keputusan transaksional. Materi-materi tersebut dijelaskan lebih rinci dalam lima (5) kegiatan belajar.

Merancang atau merencanakan program pembelajaran menuntut kreativitas guru di dalam pengembangan materi, strategi, media dan atau alat bantu, serta perangkat pembelajaran lainnya. Selain itu guru perlu menerapkan pendekatan sistemik dan sistematis, agar tidak ada komponen yang tertinggal dan kegiatan pembelajaran dilaksanakan secara logis dan berurutan.

Rancangan program jangka pendek dikenal sebagai rencana pelaksanaan pembelajaran (RPP) yang disusun untuk satu atau beberapa pertemuan untuk pencapaian satu kompetensi atau sub kompetensi yang masih berkaitan. RPP merupakan persiapan guru dalam memfasilitasi pembelajaran bagi peserta didik. Ketika proses pembelajaran dimulai, guru melaksanakan apa yang telah direncanakan pada RPP. Tujuannya adalah agar proses pembelajaran berjalan efektif melalui penggunaan model dan pendekatan pembelajaran yang menantang peserta didik untuk berpartisipasi aktif dalam proses pembelajaran. Model dan pendekatan pembelajaran tersebut direncanakan dalam RPP sebelum pembelajaran berlangsung.

Peran guru dalam melaksanakan kepemimpinan transaksional diperlukan untuk menciptakan suasana belajar yang kondusif. Selain itu penggunaan sumber belajar dan media pembelajaran sebagai komponen pembelajaran juga diperlukan untuk meningkatkan efektivitas pembelajaran.

Semoga modul ini bermanfaat bagi guru, terutama untuk meningkatkan kompetensi pedagogik di dalam merancang dan melaksanakan pembelajaran yang mendidik.

Glosarium

Hardware	: Perangkat berat
PAP	: Penilaian Acuan Patokan
PAN	: Penilaian Acuan Norma
RPP	: Rencana Pelaksanaan Pembelajaran
Software	: Perangkat lunak

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LK. 01

LEMBAR KERJA

PENELAAHAN RENCANA PELAKSANAAN PEMBELAJARAN*)

Identitas RPP yang ditelaah:

Berilah tanda cek (✓) pada kolom skor (1, 2, 3) sesuai dengan kriteria yang tertera pada kolom tersebut! Berikan catatan atau saran untuk perbaikan RPP sesuai penilaian Anda!

No.	Komponen Rencana Pelaksanaan Pembelajaran	Hasil Penelaahan dan Skor			Catatan
		1	2	3	
A	Identitas Mata Pelajaran	Tidak Ada	Kurang Lengkap	Sudah Lengkap	
1.	Satuan pendidikan, kelas, semester, program/program keahlian, mata pelajaran atau tema pelajaran, jumlah pertemuan.				
B.	Perumusan Indikator	Tidak Sesuai	Sesuai Sebagian	Sesuai Seluruhnya	
1.	Kesesuaian dengan SKL, KI dan KD.				
2.	Kesesuaian penggunaan kata kerja operasional dengan kompetensi yang diukur.				
3.	Kesesuaian dengan aspek sikap, pengetahuan, dan keterampilan.				
C.	Perumusan Tujuan Pembelajaran	Tidak Sesuai	Sesuai Sebagian	Sesuai Seluruhnya	
1.	Kesesuaian dengan proses dan hasil belajar yang diharapkan dicapai.				
2.	Kesesuaian dengan kompetensi dasar.				
D.	Pemilihan Materi Ajar	Tidak Sesuai	Sesuai Sebagian	Sesuai Seluruhnya	
1.	Kesesuaian dengan tujuan pembelajaran				
2.	Kesesuaian dengan karakteristik peserta didik.				

No.	Komponen Rencana Pelaksanaan Pembelajaran	Hasil Penelaahan dan Skor			Catatan
		1	2	3	
3.	Kesesuaian dengan alokasi waktu.				
E.	Pemilihan Sumber Belajar	Tidak Sesuai	Sesuai Sebagian	Sesuai Seluruhnya	
1.	Kesesuaian dengan KI dan KD.				
2.	Kesesuaian dengan materi pembelajaran dan pendekatan <i>scientific</i> .				
3.	Kesesuaian dengan karakteristik peserta didik.				
F.	Pemilihan Media Belajar	Tidak Sesuai	Sesuai Sebagian	Sesuai Seluruhnya	
1.	Kesesuaian dengan tujuan pembelajaran.				
2.	Kesesuaian dengan materi pembelajaran dan pendekatan <i>scientific</i> .				
3.	Kesesuaian dengan karakteristik peserta didik.				
G.	Model Pembelajaran	Tidak Sesuai	Sesuai Sebagian	Sesuai Seluruhnya	
1.	Kesesuaian dengan tujuan pembelajaran.				
2.	Kesesuaian dengan pendekatan <i>Scientific</i> .				
H.	Skenario Pembelajaran	Tidak Sesuai	Sesuai Sebagian	Sesuai Seluruhnya	
1.	Menampilkan kegiatan pendahuluan, inti, dan penutup dengan jelas.				
2.	Kesesuaian kegiatan dengan pendekatan <i>scientific</i> .				
3.	Kesesuaian penyajian dengan sistematika materi.				
4.	Kesesuaian alokasi waktu dengan cakupan materi.				
I.	Penilaian	Tidak Sesuai	Sesuai Sebagian	Sesuai Seluruhnya	

No.	Komponen Rencana Pelaksanaan Pembelajaran	Hasil Penelaahan dan Skor			Catatan
		1	2	3	
1.	Kesesuaian dengan teknik dan bentuk penilaian autentik.				
2.	Kesesuaian dengan dengan indikator pencapaian kompetensi.				
3.	Kesesuaian kunci jawaban dengan soal.				
4.	Kesesuaian pedoman penskoran dengan soal.				
Jumlah					

Komentar terhadap RPP secara umum

.....

.....

.....

.....

.....

.....

.....

.....

Catatan:

*) Lembar kerja Penelaahan RPP diambil dari materi pelatihan kurikulum 2013

LK. 02**LEMBAR KERJA KETERKAITAN SKL, KI, DAN KD^{*)}**

Matapelajaran:

Standar Kompetensi Lulusan (SKL) ^{**)}		Kompetensi Inti (KI) ^{***)} Kelas	Kompetensi Dasar (KD)	Keterangan
Dimensi	Kualifikasi Kemampuan			
Sikap				
Pengetahuan				
Keterampilan				

Catatan:

- ^{*)} Lembar kerja Keterkaitan SKL, KI dan KD diambil dari materi pelatihan kurikulum 2013
- ^{**)} Diisi berdasarkan Permendikbud No.54 Thn 2013 tentang SKL
- ^{***)} Diisi berdasarkan Permendikbud No.60 Tahun 2014 tentang Kurikulum SMK

**LEMBAR KERJA
PENJABARAN KI DAN KD KE DALAM IPK DAN MATERI PEMBELAJARAN^{*)}**

Kompetensi Inti	Kompetensi Dasar	IPK	Materi Pembelajaran

Catatan:

- ^{*)} Lembar kerja Penjabaran KI, KD, IPK dan Materi Pembelajaran diambil dari materi pelatihan kurikulum 2013

LEMBAR KERJA
RANCANGAN SINTAKS MODEL PEMBELAJARAN DENGAN PENDEKATAN SAINTIFIK
PADA MAPEL

Kompetensi Inti	Kompetensi Dasar	IPK	Sintak Model Pembelajaran	Pendekatan Saintifik				
				Mengamati	Menanya	Mengumpulkan Informasi	Menalar	Mengkomunikasikan

Catatan:

^{*)} Lembar kerja Rancangan Sintaks Model Pembelajaran dan Pendekatan Saintifik diambil dari materi pelatihan kurikulum 2013

LEMBAR KERJA
RENCANA PELAKSANAAN PEMBELAJARAN

- Sekolah :
- Mata pelajaran :
- Kelas/Semester :
- Materi Pokok :
- Alokasi Waktu :
- A. Kompetensi Inti (KI)
- B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi
1. KD pada KI-1
 2. KD pada KI-2
 3. KD pada KI-3 dan Indikator
 4. KD pada KI-4 dan Indikator
- C. Tujuan Pembelajaran
- D. Materi Pembelajaran
- E. Model, Pendekatan, dan Metode
- Model :
- Pendekatan :
- Metode :
- F. Langkah-langkah Pembelajaran
1. Pertemuan Kesatu:
 - a. Kegiatan Pendahuluan/Awal
 - b. Kegiatan Inti
 - c. Kegiatan Penutup
 2. Pertemuan Kedua:
 - a. Kegiatan Pendahuluan
 - b. Kegiatan Inti
 - c. Kegiatan Penutup
 3. Pertemuan seterusnya.
- G. Alat, Bahan, Media, dan Sumber Belajar
- H. Penilaian
1. Jenis/Teknik Penilaian
 - a. Essay
 - b. Unjuk Kerja
 2. Bentuk Penilaian dan Instrumen
 - a. Penilaian Sikap
 - b. Penilaian Pengetahuan
 - c. Penilaian Keterampilan
 3. Pedoman Penskoran

LEMBAR KERJA

INSTRUMEN PENILAIAN PELAKSANAAN PEMBELAJARAN

1. Nama Peserta :
2. Asal Sekolah :
3. Topik :

Aspek yang Diamati		Ya	Tidak	Catatan
Kegiatan Pendahuluan				
Apersepsi dan Motivasi				
1	Mengaitkan materi pembelajaran sekarang dengan pengalaman peserta didik atau pembelajaran sebelumnya.			
2	Mengajukan pertanyaan menantang.			
3	Menyampaikan manfaat materi pembelajaran.			
4	Mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran.			
Penyampaian Kompetensi dan Rencana Kegiatan				
1	Menyampaikan kemampuan yang akan dicapai peserta didik.			
2	Menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observasi.			
Kegiatan Inti				
Penguasaan Materi Pelajaran				
1	Kemampuan menyesuaikan materi dengan tujuan pembelajaran.			
2	Kemampuan mengkaitkan materi dengan pengetahuan lain yang relevan, perkembangan iptek , dan kehidupan nyata.			
3	Menyajikan pembahasan materi pembelajaran dengan tepat.			
4	Menyajikan materi secara sistematis (mudah ke sulit, dari konkrit ke abstrak)			

Aspek yang Diamati		Ya	Tidak	Catatan
Penerapan Strategi Pembelajaran yang Mendidik				
1	Melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai.			
2	Memfasilitasi kegiatan yang memuat komponen eksplorasi, elaborasi dan konfirmasi.			
3	Melaksanakan pembelajaran secara runtut.			
4	Menguasai kelas.			
5	Melaksanakan pembelajaran yang bersifat kontekstual.			
6	Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif (<i>nurturant effect</i>).			
7	Melaksanakan pembelajaran sesuai dengan alokasi waktu yang direncanakan.			
Penerapan Pendekatan <i>scientific</i>				
1	Memberikan pertanyaan mengapa dan bagaimana.			
2	Memancing peserta didik untuk bertanya.			
3	Memfasilitasi peserta didik untuk mencoba.			
4	Memfasilitasi peserta didik untuk mengamati.			
5	Memfasilitasi peserta didik untuk menganalisis.			
6	Memberikan pertanyaan peserta didik untuk menalar (proses berfikir yang logis dan sistematis).			
7	Menyajikan kegiatan peserta didik untuk berkomunikasi.			
Pemanfaatan Sumber Belajar/Media dalam Pembelajaran				
1	Menunjukkan keterampilan dalam penggunaan sumber belajar pembelajaran.			
2	Menunjukkan keterampilan dalam penggunaan media pembelajaran.			
3	Menghasilkan pesan yang menarik.			
4	Melibatkan peserta didik dalam pemanfaatan sumber belajar pembelajaran.			
5	Melibatkan peserta didik dalam pemanfaatan media pembelajaran.			

Aspek yang Diamati		Ya	Tidak	Catatan
Pelibatan Peserta Didik dalam Pembelajaran				
1	Menumbuhkan partisipasi aktif peserta didik melalui interaksi guru, peserta didik, sumber belajar.			
2	Merespon positif partisipasi peserta didik.			
3	Menunjukkan sikap terbuka terhadap respons peserta didik.			
4	Menunjukkan hubungan antar pribadi yang kondusif.			
5	Menumbuhkan keceriaan atau antusiasme peserta didik dalam belajar.			
Penggunaan Bahasa yang Benar dan Tepat dalam Pembelajaran				
1	Menggunakan bahasa lisan secara jelas dan lancar.			
2	Menggunakan bahasa tulis yang baik dan benar.			
Kegiatan Penutup				
Penutup pembelajaran				
1	Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik.			
2	Memberikan tes lisan atau tulisan .			
3	Mengumpulkan hasil kerja sebagai bahan portofolio.			
4	Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan.			
Jumlah				

Catatan:

*) Lembar kerja Instrumen Penilaian Pelaksanaan Pembelajaran diambil dari materi pelatihan kurikulum 2013



DIREKTORAT JENDERAL
GURU DAN TENAGA KEPENDIDIKAN
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