

SYLLABUS OUTLINE GRADE 11 – 12 / YEAR 2010 – 2012

SUBJECT : BAHASA INDONESIA (LANG. B – HL) / TEACHER : KRISTIANTI

AUGUST - SEPTEMBER 2010	
TOPIC	1. INDEPENDENCE DAY (18 hours) 2. THE HEROES (18 hours)
NO. OF HOURS	36 hours
CONTENT	<p>INDEPENDENCE DAY :</p> <ul style="list-style-type: none"> ➤ Reading → Essay, short story ➤ Listening → Poems, song ➤ Writing → Answers the questions, report of event / writing news, analyzing the short story, poems, and song ➤ Speaking → presentation in front of class (poetry reading, speech) <p>THE HEROES :</p> <ul style="list-style-type: none"> ➤ Reading → Biography (Soekarno, R.A. Kartini, A.A. Ngurah Rai, Mahatma Gandhi, and other heroes), essay, poems ➤ Watching film → Tjut Nyak Dien ➤ Writing → To take notes the important ideas of the heroes, analyzing the poem, film review
AREAS OF INTERACTION	<ul style="list-style-type: none"> ➤ Knowledgeable ➤ Communicators ➤ Reflective
REFERENCE	<ul style="list-style-type: none"> ➤ Wijaya, Putu. 2000. <i>Zig Zag</i>. Sinar Harapan : Jakarta ➤ Chairil Anwar. 2008. <i>Deru Campur Debu</i>. Dian Rakyat : Jakarta ➤ Dinas Kebudayaan Provinsi Jakarta. 2002. <i>Malam Puisi Merah Putih</i>. Graha Bhakti Budaya : Jakarta ➤ Wahono dkk. 2007. <i>Kreatif Berbahasa dan Bersastra Indonesia</i>. Ganeca : Bandung ➤ Sutrisno, Sulastin. 1979. <i>Surat-Surat Kartini, Tentang dan untuk Bangsaanya</i>. Jambatan : Jakarta.

	<ul style="list-style-type: none"> ➤ Cassete / CD and VCD "Tjut Nyak Dien" ➤ News paper and magazine
TOK ASPECTS	<ol style="list-style-type: none"> 1. Understand and respond appropriately to written and spoken material of average difficulty. 2. Contribute actively to presentation. 3. Respond with sensitivity to some nuances and prompts appropriate to the texts studied. 4. How clearly, coherently, and effectively are the ideas and opinions presented?
TEACHING AIDS	Text of essay, short story, poems, cassette or CD, VCD, text from news paper and magazine, and other teaching tools.
ASSESSMENT	Class test, writing task, presentation MT 1 – Mid Term (September 2010)

SYLLABUS OUTLINE GRADE 11 – 12 / YEAR 2010 – 2012

SUBJECT : BAHASA INDONESIA (LANG. B – HL) / TEACHER : KRISTIANTI

OCTOBER – NOVEMBER 2010	
TOPIC	1. TEENAGER (16 hours) 2. MODERNIZATION (16 hours)
NO. OF HOURS	32 hours
CONTENT	TEENAGER : <ul style="list-style-type: none"> ➤ Reading → Essays, true story, news ➤ Watching → Film ➤ Writing → Review, letter to family or friends, profile ➤ Speaking & Listening → Interview MODERNIZATION : <ul style="list-style-type: none"> ➤ Reading → Essays, poems, graphic ➤ Writing → Give opinion, analyzing the poem and graphic, short story or drama's text ➤ Speaking & Listening → Oral presentation (story telling or drama)
AREAS OF INTERACTION	<ul style="list-style-type: none"> ➤ Thinkers ➤ Communicators ➤ Open minded
REFERENCE	<ul style="list-style-type: none"> ➤ Canfield, Jack. 2003. <i>Chicken Soup for The Teenage Soul</i>. Gramedia Pustaka Utama : Jakarta ➤ Wahono dkk. 2007. <i>Kreatif Berbahasa dan Bersastra Indonesia</i>. Ganeca : Bandung ➤ VCD ('Ekskul') ➤ News papers and magazine
TOK ASPECTS	<ol style="list-style-type: none"> 1. Clear argument should be appropriately supported by factual data and evidence. 2. Contribute actively to discussion and presentation. 3. Respond with sensitivity to some nuances and prompts

	<p>appropriate to the texts studied.</p> <p>4. How clearly, coherently, and effectively are the ideas and opinions presented?</p>
TEACHING AIDS	Some essay, VCD, and other teaching tools.
ASSESSMENT	<p>Writing task, oral presentation</p> <p>MT 1 – Mid Term (October 2010)</p> <p>TE 1 – Term End (November 2010)</p>

SYLLABUS OUTLINE GRADE 11 – 12 / YEAR 2010 – 2012

SUBJECT : BAHASA INDONESIA (LANG. B – HL) / TEACHER : KRISTIANTI

DECEMBER 2010	
TOPIC	SPELLING
NO. OF HOURS	10 hours
CONTENT	Spelling in Bahasa Indonesia (EYD) <ul style="list-style-type: none"> ➤ Reading → Miss spelling texts ➤ Writing → To correct and rewrite the text
AREAS OF INTERACTION	<ul style="list-style-type: none"> ➤ Inquirers ➤ Knowledgeable ➤ Thinkers
REFERENCE	<ul style="list-style-type: none"> ➤ Hartanto, John S. 1995. <i>Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan</i>. Indah : Surabaya ➤ Wahono dkk. 2007. <i>Kreatif Berbahasa dan Bersastra Indonesia</i>. Ganeca : Bandung ➤ Some article from newspaper and magazine ➤ www.ejaan.com ➤ www.worldlanguage.com
TOK ASPECTS	<ol style="list-style-type: none"> 1. They should write correctly in spelling. 2. How clearly, coherently, and effectively are the ideas and opinions presented?
TEACHING AIDS	Text from news paper and magazine, EYD book, and other teaching tools.
ASSESSMENT	Class test

SYLLABUS OUTLINE GRADE 11 – 12 / YEAR 2010 – 2012

SUBJECT : BAHASA INDONESIA (LANG. B – HL) / TEACHER : KRISTIANTI

JANUARY - FEBRUARY 2011	
TOPIC	LITERATURE : 1. NOVEL (18 period) 2. POEMS (16 period)
NO. OF HOURS	34 hours
CONTENT	NOVEL : <ul style="list-style-type: none"> ➤ The theory of literature (novel) ➤ Reading → a novel ➤ Writing → Essay (analyzing the novel) ➤ Speaking & Listening → presentation POEMS : <ul style="list-style-type: none"> ➤ The theory of literature (poem) ➤ Reading → poems ➤ Writing → Essay (analyzing the poems) ➤ Group project : Poem’s dramatization or musical of poem
AREAS OF INTERACTION	<ul style="list-style-type: none"> ➤ Knowledgeable ➤ Communicators ➤ Principled ➤ Balanced
REFERENCE	<ul style="list-style-type: none"> ➤ Tarigan, Henry Guntur. 1984. <i>Prinsip-Prinsip Dasar Sastra</i>. Angkasa : Bandung ➤ Tarigan, Henry Guntur. 1984. <i>Prinsip-Prinsip Dasar Drama</i>. Angkasa : Bandung ➤ Mochtar Lubis. 2003. <i>Harimau-Harimau</i>. Yayasan Obor : Jakarta ➤ Pradopo, Rachmat Djoko. 1999. <i>Pengkajian Puisi</i>. UGM Press : Yogyakarta ➤ Wahono dkk. 2007. <i>Kreatif Berbahasa dan Bersastra Indonesia</i>. Ganeca : Bandung

<p>TOK ASPECTS</p>	<ol style="list-style-type: none"> 1. Literary texts will help students to understand the use of rhetorical techniques, cohesive devices, structure, and conventional form. 2. Contribute actively to presentation. 3. Respond with sensitivity to some nuances and prompts appropriate to the texts studied. 4. How clearly, coherently, and effectively are the ideas and opinions presented?
<p>TEACHING AIDS</p>	<p>Novel, poems, power point, language laboratory, and other teaching tools.</p>
<p>ASSESSMENT</p>	<p>Class test, writing task, presentation</p>

SYLLABUS OUTLINE GRADE 11 – 12 / YEAR 2010 – 2012

SUBJECT : BAHASA INDONESIA (LANG. B – HL) / TEACHER : KRISTIANTI

MARCH – APRIL 2011	
TOPIC	1. RASIALISM (15 hours) 2. FEMINISM (15 hours)
NO. OF HOURS	30 hours
CONTENT	RASIALISM : <ul style="list-style-type: none"> ➤ Reading → Internet research, news ➤ Listening → Song (‘Black or White’ – Michael Jackson) ➤ Writing → Report, translate the lyric of song, essay ➤ Speaking → As speaker in a seminar FEMINISM : <ul style="list-style-type: none"> ➤ Reading → Text of feminism, Kartini’s letter, Novel (‘Belenggu’ – Armijn Pane) ➤ Speaking → To defending opinion in a debate, drama ➤ Writing → Analyzing the novel, Summarize
AREAS OF INTERACTION	<ul style="list-style-type: none"> ➤ Inquirers ➤ Thinkers ➤ Communicators ➤ Principled
REFERENCE	<ul style="list-style-type: none"> ➤ Pane, Armijn. <i>Belenggu</i>. Balai Pustaka : Jakarta ➤ Sutrisno, Sulastin. 1979. <i>Surat-Surat Kartini, Tentang dan untuk Bangsaanya</i>. Jambatan : Jakarta. ➤ Wahono, dkk. 2006. <i>Kompeten Berbahasa Indonesia</i>. Erlangga : Jakarta. ➤ CD (‘Black or White – Michael Jackson) ➤ Newspaper
TOK ASPECTS	<ol style="list-style-type: none"> 1. Contribute actively to drama. 2. Respond with sensitivity to some nuances and prompts

	<p>appropriate to the texts studied.</p> <p>3. How clearly, coherently, and effectively are the ideas and opinions presented?</p>
TEACHING AIDS	Text of essay, novel, poems, cassette or CD, text from news paper and magazine, and other teaching tools.
ASSESSMENT	<p>Class test, writing task, presentation</p> <p>MT 2 – Mid Term (March 2011)</p>

SYLLABUS OUTLINE GRADE 11 – 12 / YEAR 2010 – 2012

SUBJECT : BAHASA INDONESIA (LANG. B – HL) / TEACHER : KRISTIANTI

MAY - JUNE 2011	
TOPIC	1. TOURISM (12 hours) 2. CULTURE (12 hours)
NO. OF HOURS	24 hours
CONTENT	<p>TOURISM :</p> <ul style="list-style-type: none"> ➤ Reading → Essays, brochure, news, internet research ➤ Listening → Poems ➤ Writing → Answers the questions, to create a brochure, report writing based on the result of internet research, analyzing the poetry ➤ Speaking → As tour leader <p>CULTURE :</p> <ul style="list-style-type: none"> ➤ Reading → Short stories, essays ➤ Watching → A short film about culture of Bali ➤ Speaking → To defending opinion in a debate, presentation ➤ Writing → Answers the questions based on the texts, analyzing the short stories, essay writing
AREAS OF INTERACTION	<ul style="list-style-type: none"> ➤ Inquirers ➤ Communicators ➤ Risk taker ➤ Open minded
REFERENCE	<ul style="list-style-type: none"> ➤ Wahono, dkk. 2006. <i>Kompeten Berbahasa Indonesia</i>. Erlangga : Jakarta. ➤ Film documenter (Balinese Culture) ➤ Some article from newspaper and magazine ➤ www.indonesiacommunity.com ➤ www.budaya-indonesia.org

TOK ASPECTS	<ol style="list-style-type: none"> 1. Contribute actively to presentation. 2. Respond with sensitivity to some nuances and prompts appropriate to the texts studied. 3. How clearly, coherently, and effectively are the ideas and opinions presented?
TEACHING AIDS	Text of essay, short story, poems, cassette or CD, VCD, text from news paper and magazine, and other teaching tools.
ASSESSMENT	<p>Class test, writing task, presentation</p> <p>TE 2 – Term End (May 2011)</p>

SYLLABUS OUTLINE GRADE 11 – 12 / YEAR 2010 – 2012

SUBJECT : BAHASA INDONESIA (LANG. B – HL) / TEACHER : KRISTIANTI

AUGUST - SEPTEMBER 2011	
TOPIC	1. SOCIAL PROBLEM (18 hours) 2. EDUCATION (18 hours)
NO. OF HOURS	36 hours
CONTENT	<p>SOCIAL PROBLEM :</p> <ul style="list-style-type: none"> ➤ Reading → Essay, short story ➤ Watching → Film ➤ Listening → Poems, song ➤ Writing → Review, analyzing the short story, poems, and song ➤ Speaking → presentation in front of class (speech) <p>EDUCATION :</p> <ul style="list-style-type: none"> ➤ Reading → Essays, poems ➤ Listening → News ➤ Writing → Analyzing, Answer the questions, essay writing ➤ Speaking → Role play
AREAS OF INTERACTION	<ul style="list-style-type: none"> ➤ Thinkers ➤ Principled ➤ Risk takers ➤ Reflective
REFERENCE	<ul style="list-style-type: none"> ➤ Rendra, W.S. 1976. <i>Blues untuk Bonnie</i>. Pustaka Jaya : Jakarta ➤ Dinas Kebudayaan Provinsi Jakarta. 2002. <i>Malam Puisi Merah Putih</i>. Graha Bhakti Budaya : Jakarta ➤ Wahono dkk. 2007. <i>Kreatif Berbahasa dan Bersastra Indonesia</i>. Ganeca : Bandung ➤ Slamet Rahardjo. <i>Langitku Rumahku</i> (Film) ➤ News paper and magazines

TOK ASPECTS	<ol style="list-style-type: none"> 1. Have ability to give arguments, both orally and in writing, in a logical, sustained and persuasive way. 2. Contribute actively to presentation. 3. Respond with sensitivity to some nuances and prompts appropriate to the texts studied. 4. How clearly, coherently, and effectively are the ideas and opinions presented?
TEACHING AIDS	Text of essay, short story, poems, cassette or CD, VCD, text from news paper and magazine, and other teaching tools.
ASSESSMENT	<p>Class test, writing task, presentation</p> <p>MT 3 – Mid Term (September 2011)</p>

SYLLABUS OUTLINE GRADE 11 – 12 / YEAR 2010 – 2012

SUBJECT : BAHASA INDONESIA (LANG. B – HL) / TEACHER : KRISTIANTI

OCTOBER - NOVEMBER 2011	
TOPIC	1. THE HEALTH (16 hours) 2. ENVIRONMENT (16 hours)
NO. OF HOURS	32 hours
CONTENT	<p>THE HEALTH :</p> <ul style="list-style-type: none"> ➤ Reading → Essays, Consultation Rubric (from news paper) ➤ Writing → Answers the questions, argumentative essay, advertising ➤ Speaking → Group discussion, to report the result of discussion <p>ENVIRONMENT :</p> <ul style="list-style-type: none"> ➤ Watching → Films documentary ➤ Listening → Songs ➤ Reading → Essays, short story ➤ Writing → Give opinion, answer questions, poster ➤ Speaking → Presentation
AREAS OF INTERACTION	<ul style="list-style-type: none"> ➤ Knowledgeable ➤ Communicators ➤ Principled ➤ Caring
REFERENCE	<ul style="list-style-type: none"> ➤ Wijaya, Putu. 2000. <i>Zig Zag</i>. Sinar Harapan : Jakarta ➤ Wahono dkk. 2007. <i>Kreatif Berbahasa dan Bersastra Indonesia</i>. Ganeca : Bandung ➤ VCD & CD ➤ News paper and magazine
TOK ASPECTS	<ol style="list-style-type: none"> 1. Clear argument should be appropriately supported by factual data and evidence. 2. Contribute actively to discussion and presentation.

	<p>3. Respond with sensitivity to some nuances and prompts appropriate to the texts studied.</p> <p>4. How clearly, coherently, and effectively are the ideas and opinions presented?</p>
TEACHING AIDS	Some essay, VCD, language laboratory, Cassette or CD, and other teaching tools.
ASSESSMENT	<p>Writing task, poster, presentation</p> <p>MT 3 – Mid Term (First October 2011)</p> <p>TE 3 – Term End (November 2011)</p>

SYLLABUS OUTLINE GRADE 11 – 12 / YEAR 2010 – 2012

SUBJECT : BAHASA INDONESIA (LANG. B – HL) / TEACHER : KRISTIANTI

DECEMBER 2011	
TOPIC	FORMAL & INFORMAL WORD
NO. OF HOURS	10 hours
CONTENT	<ul style="list-style-type: none"> ➤ Reading → Articles with formal words, short story with informal words ➤ Writing → Conversation to use formal and informal words based on the situation ➤ Listening → Listening the radio programs with formal and informal word ➤ Speaking → As reporter with formal or informal words based on the program.
AREAS OF INTERACTION	<ul style="list-style-type: none"> ➤ Inquirers ➤ Knowledgeable ➤ Thinkers ➤ Communicators
REFERENCE	<ul style="list-style-type: none"> ➤ Departemen Pendidikan Nasional. 2002. <i>Kamus Besar Bahasa Indonesia</i>. Balai Pustaka : Jakarta ➤ Hartanto, John S. 1995. <i>Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan</i>. Indah : Surabaya ➤ Wahono dkk. 2007. <i>Kreatif Berbahasa dan Bersastra Indonesia</i>. Ganeca : Bandung ➤ Some article from newspaper and magazine ➤ CD record ➤ www.bahasagaul.com ➤ www.worldlanguage.com
TOK ASPECTS	<ol style="list-style-type: none"> 1. They should be taught how to communicate effectively by using appropriate language. 2. To what extent is the student able to convey complex ideas and opinions? 3. How clearly, coherently, and effectively are the ideas and

	<p>opinions presented?</p> <p>4. How coherent is the conversation?</p> <p>5. How relevant and complete are the student's responses?</p>
TEACHING AIDS	Text from news paper and magazine, EYD book, CD record, and other teaching tools.
ASSESSMENT	Class test

SYLLABUS OUTLINE GRADE 11 – 12 / YEAR 2010 – 2012

SUBJECT : BAHASA INDONESIA (LANG. B – HL) / TEACHER : KRISTIANTI

JANUARY - FEBRUARY 2012	
TOPIC	1. ARGUMENTATIVE (17 hours) 2. DESCRIPTION (17 hours)
NO. OF HOURS	34 hours
CONTENT	ARGUMENTATIVE : <ul style="list-style-type: none"> ➤ Speaking → Presentation of opinions and personal reactions, Discussing ➤ Reading → Essays, table ➤ Writing → Opinion in logical manner, answer the questions DESCRIPTION : <ul style="list-style-type: none"> ➤ Reading → Texts, picture, map ➤ Speaking → To describe an object ➤ Writing → To describe a topic
AREAS OF INTERACTION	<ul style="list-style-type: none"> ➤ Thinkers ➤ Communicators ➤ Open minded
REFERENCE	<ul style="list-style-type: none"> ➤ Keraf, Gorys. 2003. <i>Komposisi</i>. Nusa Indah : Bandung ➤ Keraf, Gorys. 2003. <i>Argumentasi</i>. Nusa Indah : Bandung ➤ Wahono dkk. 2007. <i>Kreatif Berbahasa dan Bersastra Indonesia</i>. Ganeca : Bandung ➤ Some article from newspaper and magazine ➤ www.menulis.com
TOK ASPECTS	<ol style="list-style-type: none"> 1. Clear arguments should be appropriately supported by factual data and evidence. 2. How clearly, coherently, and effectively are the ideas and opinions? 3. Comprehends, interprets, and evaluates a range of text and visual.

	4. Uses active reading skill and strategies to select, understand and interpret a variety of texts.
TEACHING AIDS	Power point, texts, map, picture card, and other teaching tools.
ASSESSMENT	Class test, writing task

SYLLABUS OUTLINE GRADE 11 – 12 / YEAR 2010 – 2012

SUBJECT : BAHASA INDONESIA (LANG. B – HL) / TEACHER : KRISTIANTI

MARCH – APRIL 2012	
TOPIC	<p>1. NARATIVE (10 hours)</p> <p>2. EXPOSITION (10 hours)</p> <p>2. FAMILY (10 hours)</p>
NO. OF HOURS	30 hours
CONTENT	<p>NARRATIVE :</p> <ul style="list-style-type: none"> ➤ Reading → Surat-Surat Kartini, essay narrative, short story ➤ Speaking & Listening → Reading letter of Kartini ➤ Writing → An short story or essay narrative <p>EXPOSITION :</p> <ul style="list-style-type: none"> ➤ Reading → Exposition texts, Information ➤ Writing → Journey report (power point), exposition text ➤ Speaking & Listening → To explain their journey report <p>FAMILY :</p> <ul style="list-style-type: none"> ➤ Reading → Some text about family, consult letter from tabloid or magazine ➤ Speaking → Debate, role play/short drama ➤ Writing → Diary, family tree, poems for parent
AREAS OF INTERACTION	<ul style="list-style-type: none"> ➤ Communicators ➤ Principled ➤ Open minded ➤ Reflective
REFERENCE	<ul style="list-style-type: none"> ➤ Sutrisno, Sulastin. 1979. <i>Surat-Surat Kartini, Tentang dan untuk Bangsaanya</i>. Jambatan : Jakarta. ➤ Keraf, Gorys. 2003. <i>Eksposisi</i>. Nusa Indah : Bandung ➤ Wahono, dkk. 2006. <i>Kompeten Berbahasa Indonesia</i>. Erlangga : Jakarta.

	<ul style="list-style-type: none"> ➤ Mappatoto, Andi Baso. 1999. <i>Teknik Penulisan Feature</i>. Gramedia Pustaka Utama : Jakarta ➤ Tabloid, magazine
TOK ASPECTS	<ol style="list-style-type: none"> 1. Respond with sensitivity to some nuances and prompts appropriate to the texts studied. 2. How clearly, coherently, and effectively are the ideas and opinions presented? 3. Contribute actively to debate, role play or drama.
TEACHING AIDS	Text of essay, text of Kartini's letter, short story, text from tabloid and magazine, and other teaching tools.
ASSESSMENT	Class test, writing task, presentation

SYLLABUS OUTLINE GRADE 11 – 12 / YEAR 2010 – 2012

SUBJECT : BAHASA INDONESIA (LANG. B – HL) / TEACHER : KRISTIANTI

MAY - JUNE 2012	
TOPIC	<ol style="list-style-type: none"> 1. DISASTER (10 hours) 2. HUMANITY (10 hours) 3. REVISION (10 hours)
NO. OF HOURS	30 hours
CONTENT	<p>DISASTER :</p> <ul style="list-style-type: none"> ➤ Reading → News, essays ➤ Listening → Songs ➤ Writing → Narrative essay based on picture, analyzing the lyric of songs ➤ Speaking → As reporter <p>HUMANITY :</p> <ul style="list-style-type: none"> ➤ Reading → Essays, news ➤ Watching → Film documenter about 1998 or G 30 S/PKI ➤ Speaking → Story telling ➤ Writing → To make a blog <p>REVISION</p> <ul style="list-style-type: none"> ➤ Question – Answer ➤ Exercise
AREAS OF INTERACTION	<ul style="list-style-type: none"> ➤ Communicators ➤ Caring ➤ Balanced ➤ Reflective
REFERENCE	<ul style="list-style-type: none"> ➤ Wahono dkk. 2007. <i>Kreatif Berbahasa dan Bersastra Indonesia</i>. Ganeca : Bandung ➤ VCD/DVD : Film documenter (G 30 S/PKI or 1998) ➤ Some news and article from newspaper and magazine

	<ul style="list-style-type: none"> ➤ CD ➤ www.google.com ➤ www.youtube.com
TOK ASPECTS	<ol style="list-style-type: none"> 1. Respond with sensitivity to some nuances and prompts appropriate to the texts studied. 2. Develop the student's powers of expression, both in written and oral communication. 3. A thorough knowledge both of individual works studied and of the relationships between groups of works studied.
TEACHING AIDS	Text of news, essay, cassette or CD, VCD, internet, and other teaching tools.
ASSESSMENT	Class test, writing task, presentation